

50th Annual Report
OF THE
Board of Education

City of Newark, N. J.

1906



BURNET STREET
PUBLIC SCHOOL,
NEWARK, N. J.

FIFTIETH ANNUAL REPORT
OF THE
BOARD OF EDUCATION
OF THE CITY OF NEWARK
FOR THE
YEAR 1906.

COMPRISING

THE REPORT OF THE BOARD OF EDUCATION; THE
REPORT OF THE CITY SUPERINTENDENT; REFER-
ENCE AND STATISTICAL TABLES; THE
RULES OF THE BOARD, AND REGU-
LATIONS FOR THE SCHOOLS.

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PART I

Report of the Board of Education

Board of Education

1906

DAVID A. McINTYRE, *President*.

EDWARD SCHOEN, *Vice-President*.

R. D. ARGUE, *Secretary*, 322 Summer Avenue. SAMUEL GAISER, *Ass't Secretary*, 107 Park Avenue.

A. B. POLAND, *City Superintendent*, 915 South 16th Street.

GEO. W. REEVE, *Sup't of Erection and Repairs*, 12 Elizabeth Avenue.

<i>Ward</i>	<i>Name</i>	<i>Place of Business</i>	<i>Place of Residence</i>
1st	Henry A. Swann	51 New Street	51 New Street
	James A. Backus	291 Broad Street	291 Broad Street
2d	Walter T. Johnson	496 Broad Street	778 High Street
	C. E. Scattergood	Prudential, N. Bldg.	19 Grove Street
3d	Wm. G. Brenn	Franklin Sav. Bank	195 W. Kinney St.
	Charles F. Roh	17 College Place	17 College Place
4th	Edward F. Fielding	48 Orchard Street	48 Orchard Street
	Thomas W. Dobbins	16½ Walnut Street	16½ Walnut St.
5th	Jacob Kopf	4 Hamburg Place	123 Polk Street
	William E. Tuite	117 Jefferson Street	117 Jefferson St.
6th	Thomas Gillen	Prudential, N. Bldg.	378 South 12th St.
	Frank F. Crissey	320 Bank Street	320 Bank Street
7th	Henry A. Guenther	333 Springfield Ave.	94 Newark Street
	H. A. Glatzmeyer	104 Thirteenth Ave.	104 Thirteenth Ave.
8th	Albert Schurr	290 Broadway, N. Y.	70 Oriental St.
	George H. Simonds	738 Broad Street	846 Highland Ave.
9th	*Charles Logan	9-11 W. 4th St., N. Y.	72 Thomas Street
	†John C. Eisele	759 Broad Street	59 Avon Avenue
	David A. McIntyre	Prudential, W. Bldg.	14 Elizabeth Ave.
10th	E. E. Ryman	48 Warwick Street	48 Warwick St.
	George L. Warren	77 Houston Street	77 Houston Street
11th	Herbert L. Thowless	765 Broad Street	255 Fourth Street
	George Varley	31 Hudson Street	29 Hudson Street.
12th	T. H. Brooks	197 Market Street	556 Ferry Street
	Urban Schaefer	85 Niagara Street	85 Niagara Street
13th	F. W. J. Neese	731 South 14th St.	731 South 14th St.
	†Julius C. Rauch	17 Liberty Street	266 Littleton Ave.
	²Wm. Roberts	901 So. 17th Street	901 So. 17th Street
14th	Edward Schoen	164 Market Street	209 Hunterdon St.
	W. A. Birdsall	76 Centre St. N. Y.	675 Hunterdon St.
15th	James Snape	77 St. Francis St.	207 Parker Street
	Andrew Stewart	47th Street and Madison Ave., N. Y.	166 Garside Street

* Resigned, Jan. 8, 1906.

¹Appointed, Jan. 8, 1906.

† Resigned, Aug. 31, 1906.

²Appointed, Aug. 31, 1906.

Standing Committees.

1906

FINANCE—Brenn, Stewart, Gillen, Kopf, Schaefer, Scattergood,
*Rauch, Glatzmeyer, Fielding, †Roberts.

SCHOOL HOUSES—Varley, Swann, Schurr, Kopf, Guenther, Ryman,
Snape, Crissey, Birdsall.

REPAIRS, HEATING AND SANITATION—Birdsall, Warren, Varley, Roh,
Kopf, Brooks, Neese, Eisele, Dobbins.

TEACHERS—Schurr, Crissey, Backus, Schoen, Brenn, Snape, Johnson,
Thowless, Dobbins.

EVENING AND DRAWING SCHOOLS—Snape, Backus, Gillen, Tuite,
Johnson, Simonds, Fielding, *Rauch, Glatzmeyer, †Roberts.

TEXT BOOKS AND EDUCATIONAL SUPPLIES—Crissey, Schoen, Swann,
Roh, Warren, Schurr, Stewart, Scattergood, Tuite.

FURNITURE AND GENERAL SUPPLIES—Guenther, Roh, Stewart, Gillen,
Swann, Ryman, Neese, Eisele, Brooks.

LEGISLATION—Ryman, Simonds, Thowless.

COMMITTEE ON PERMITS—President of the Board, Chairman of the
Teachers' Committee and the City Superintendent.

COMMITTEE ON SCHOOL ATTENDANCE—President of the Board and
the Chairmen of the Teachers' Committee and Committee on
Evening and Drawing Schools.

* Resigned Aug. 31, 1906.

† Assigned Sept. 28, 1906.

STATISTICAL RECORD
OF THE
Board of Education of the City of Newark
FOR THE YEARS 1905 AND 1906.

NAMES OF MEMBERS, WITH THE YEARS IN WHICH THEY
HAVE SERVED, RESPECTIVELY.

JAMES A. BACKUS. 1888-9-1890-1-5-6-7-8-9-1900-1-2-3-4-5-6
HENRY A. SWANN.....1898-9-1900-1-2-3-4-5-6
HUGH P. RODEN.....1893-4-5-6-9-1900-1-2-3-4-5
DAVID A. MCINTYRE.....1899-1900-1-2-3-4-5-6
CHARLES LOGAN.....1900-1-2-3-4-5
E. E. RYMAN.....1900-1-2-3-4-5-6
CHARLES F. ROH.....1901 (3 mos.)-2-3-4-5-6
FRANK F. CRISSEY.....1902-3-4-5-6
EDWARD C. GEORGE.....1902-3-4-5
WILLIAM G. BRENN.....1903-4-5-6
ARTHUR R. DENMAN.....1903-4-5
JACOB KOPF.....1903-4-5-6
THOMAS GILLEN.....1903-4-5-6
ALBERT SCHURR.....1903-4-5-6
GEORGE L. WARREN.....1903-4-5-6
JAMES SNAPE.....1903-4-5-6
FRANK M. SCHULZ.....1904-5 (11 mos.)
WILLIAM E. TUITE.....1904-5-6
JOHN P. CURTIN.....1904-5

JOHN MONTEITH.....	1904-5
GEORGE VARLEY.....	1904-5-6
URBAN SCHAEFER.....	1904-5-6
ANDREW STEWART.....	1904-5-6
WALTER T. JOHNSON.....	1905-6
HENRY A. GUENTHER.....	1905-6
FRANK H. SOMMER.....	1905 (11 mos.)
T. H. BROOKS.....	1905-6
F. W. J. NEESE.....	1905-6
W. A. BIRDSALL.....	1905-6
EDWARD SCHOEN.....	1905-6
HERBERT L. THOWLES.....	1905 (1 mo.)-6
THOMAS W. DOBBINS.....	1905 (1 mo.)-6
C. E. SCATTERGOOD.....	1906
EDWARD F. FIELDING.....	1906
H. A. GLATZMAYER.....	1906
GEORGE H. SIMONDS.....	1906
JOHN C. EISELE.....	1906
JULIUS C. RAUCH.....	1906 (8 mos.)
WM. ROBERTS.....	1906 (4 mos.)

PRESIDENTS OF THE BOARD.

*STEPHEN CONGAR.....	1851-2-3-4
*SAMUEL H. PENNINGTON.....	1855-6-7-8-9-60-1-2
*THOMAS W. DAWSON.....	1863-4-5
WILLIAM K. McDONALD.....	1866
*FREDERICK W. RICORD.....	1867-8-9
EDWIN H. DAWSON.....	1870
*WILLIAM A. WHITEHEAD.....	1871
*L. SPENCER GOBLE.....	1872-3
SAMUEL A. FARRAND.....	1874
*ARAM G. SAYRE.....	1875
EDWARD L. DOBBINS.....	1876-7-8-9-80 (9 mos.)
*GEORGE B. SWAIN.....	1880 (3 mos.)-1-2-3
*EDWARD GOELLER.....	1884-1889-90-1
*EDMUND L. JOY.....	1885-6-7

JAMES L. HAYS.....	1888-1892
*HENRY C. KLEMM.....	1893-4 (9 mos.)
JOHN VAN DOREN, JR.....	1894 (3 mos.)-1895 (4 mos.)
HENRY J. ANDERSON.....	1895
*WILLIAM A. GAY.....	1896-7
MILES F. QUINN.....	1898
CHARLES E. HILL.....	1899 (8 mos.)-1900-1-2
CHARLES W. MENK.....	1903-4
DAVID A. MCINTYRE.....	1905-6

SECRETARIES OF THE BOARD.

*JOHN WHITEHEAD.....	1851-2-3
*FREDERICK W. RICORD.....	1854-5-6-7-8-9-60
*GEO. B. SEARS.....	1860-1-2-3-4-5-6-7-8-9- 70-1-2-3-4-5-6-7 (8 mos.)
C. ALBERT STONELAKE.....	1877 (4 mos.)-8-9- 80-1-2-3 (8 mos.)
GEORGE W. CASE.....	1883 (3½ mos.)-4-5-6-7-8-9
P. LYNDON BRYCE.....	1890-1-2-3-4
ROBERT D. ARGUE.....	1895-6-7-8-9-1900-1-2-3-4-5-6

CITY SUPERINTENDENTS OF THE PUBLIC SCHOOLS.

*STEPHEN CONGAR.....	1853-4-5-6-7-8-9
*GEO. B. SEARS.....	1859-60-1-2-3-4-5-6-7-8-9 70-1-2-3-4-5-6-7- (8 mos.)
W. N. BARRINGER.....	1877 (4 mos.)-8-9-80-1-2-3 4-5-6-7-8-9-90-1-2-3-4-5-6 (10 mos.)
C. B. GILBERT.....	1896 (2 mos.)-7-8-9-1900-1 (1 mo.)
A. B. POLAND.....	1901 (10 mos.)-2-3-4-5-6

*Deceased.

REPORT

OF THE

BOARD OF EDUCATION

TO THE COMMON COUNCIL.

NEWARK, N. J., January 25, 1907.

*To the Honorable the Common Council of the City of
Newark, N. J.*

GENTLEMEN—The Board of Education respectfully submits the following report of the receipts and expenditures for the year 1906:—

CURRENT EXPENSE ACCOUNT.

RECEIPTS.

STATE.

Appropriation	\$ 28,446.09
Appropriation	177,527.47
School Tax:.....	302,523.07
Manual Training.....	5,000.00
School Library Fund.....	100.00
	<hr/>
	\$ 513,596.63

MUNICIPAL

Balance from 1905.....	\$27,083.85
Common Council Tax Ordinance..	900,271.37
Common Council Contingent Fund	50,000.00
Common Council Manual Training	5,000.00
Cash deposited with Custodian...	4,034.84
Interest	686.24
Truancy Fines	85.00
Interest on Bequest.....	240.00
	<hr/>
	\$987,401.30
	<hr/>
Total	\$1,500,997.93

EXPENDITURES.

STATE.

Teachers' Salaries.....	\$508,496.63
Manual Training.....	5,000.00
School Library Fund.....	100.00

MUNICIPAL.

Salaries, Text Books, Repairs, Furniture, Heating, Fuel, etc.	966,455.98
	<hr/>
	\$1,480,052.61
	<hr/>
Balance	\$20,945.32

EXPENDITURES IN DETAIL.

STATE.

	APPROPRIA- TIONS.	EXPENDI- TURES.	BALANCES.
Teachers' Salaries—Day....	\$508,496.63	\$508,496.63	
Teachers' Salaries—Manual Training.....	5,000.00	5,000.00	
School Library Fund.....	100.00	100.00	
	\$513,596.63	\$513,596.63	

MUNICIPAL.

	APPROPRIA- TIONS.	EXPENDI- TURES.	BALANCES.
Teachers' Salaries—Day ...	\$461,474.37	\$461,459.71	\$14.66
Teachers' Salaries—Evening	64,877.65	64,877.65	
Teachers' Salaries—Manual Training—Day.....	16,423.65	16,423.65	
Teachers' Salaries—Manual Training—Evening.....	1,623.00	1,623.00	
Teachers' Pensions.....	5,007.00	5,007.00	
Officers' Salaries.....	30,522.20	30,522.20	
Janitors' Salaries.....	76,610.48	76,610.48	
Medical Inspectors' Salaries.	4,855.50	4,855.50	
Incidentals.....	3,583.98	3,583.98	
Text Books, etc.....	65,200.63	65,200.63	
Furniture and Supplies.....	75,512.54	59,810.22	15,702.32
Manual Training Supplies..	9,378.66	9,378.66	
Repairs.....	75,864.69	75,864.69	
New Toilets.....	23,400.44	18,351.54	5,048.90
Heating Apparatus.....	17,655.52	17,655.52	
Fuel.....	25,472.54	25,472.51	
Light and Power.....	11,790.54	11,611.10	179.44
Water.....	5,026.68	5,026.68	
Rents.....	7,521.67	7,521.67	
Children's Playgrounds.....	5,599.56	5,599.56	
	\$987,401.30	\$966,455.98	\$20,945.32

MANUAL TRAINING.

RECEIPTS.

From State.....	\$5,000.00
From Common Council.....	5,000.00
Appropriation, 1906.....	22,425.31
	<hr/> \$32,425.31

EXPENDITURES.

Teachers' Salaries.....	\$23,046.65
Equipment, Supplies, etc.....	9,378.66
	<hr/> \$32,425.31

TABLE OF EXPENSES.

Schools.	Salaries.	Equipment.	Supplies.
High	\$4,495.60	\$170.76	\$658.22
7th and 8th grades.....	6,622.68	1,775.04	1,609.57
5th and 6th grades.....	7,921.66	156.54	689.27
Primary grades.....	1,791.96	543.26	1,920.48
General Account.....	.....	.....	7.50
Summer Schools.....	591.75	.....	1,433.65
Evening Schools.....	1,623.00	92.03	322.34
	<hr/> \$23,046.65	<hr/> \$2,737.63	<hr/> \$6,641.03

CONSTRUCTION ACCOUNT.

SCHOOL HOUSES AND SITES.

RECEIPTS.

Balance from 1905.....	\$410,297.86
Public School Bonds.....	715,000.00
Common Council	655.00
Sale of old buildings.....	650.00
Rebates	453.05
Interest	3,691.27
	<hr/> \$1,130,747.18

APPROPRIATIONS.

Elliot Street School House Addition	\$51,797.09
Belmont Avenue School House....	86,845.09
Fourteenth Avenue School House	55,340.10
Avon Avenue School House.....	76,365.35
Morton Street School House Play-ground	2,809.58
South 16th Street School House (Additional ground).....	6,060.92
Camden Street School House (Additional ground)	6,094.00
Richelieu Terrace School House Site	7,805.34
Sussex Avenue School House (Additional ground).....	9,101.34
Lafayette Street School House (Additional ground).....	12,672.79
Washington Street School House (Additional ground).....	24,384.55
Ridge Street School House (Additional ground).....	7,500.00
So. Market Street School House (Additional ground).....	79.68
Webster Street School House (Additional ground).....	15,095.00
Peshine Avenue School House (Bond and Interest).....	655.00
Peshine Avenue School House (Additional ground).....	7,100.00
Hawthorne Avenue School House (Additional ground).....	3,639.54
South Eighth Street School House Addition	85,000.00
Hamburg Place School House Addition	104,000.00
Avon Avenue School House Addition	55,000.00

Franklin School House Site and Addition	\$66,194.94
Burnet Street School House Addition	137,100.00
Thirteenth Avenue School House Site and Addition.....	120,628.84
Parker Street School House.....	24,041.90
Bergen Street School House (Additional ground).....	9,600.00
Abington Avenue School House Addition	55,000.00
Alexander Street School House (Additional ground).....	833.93
Commercial and Manual Training High School.....	11,652.15
High School (Southern Section)..	10,000.00
High School (Eastern Section)..	43,313.52
Unapportioned (High).....	35,036.53
	<hr/>
	\$1,130,747.18

APPROPRIATIONS AND EXPENDITURES.

ELLIOT STREET SCHOOL HOUSE ADDITION.

Balance from 1905.....	\$50,337.98
Appropriation, 1906.....	1,459.11
	<hr/>
	\$51,797.09
Expended for Mason work.....	\$19,650.00
Iron work.....	3,946.00
Carpenter work.....	10,576.80
Painting work.....	931.00
Roofing and metal work	4,711.00
Plumbing work.....	2,296.00
Electrical work.....	886.00
Steam heating work...	4,190.00
Air moving apparatus..	840.00
Grading	1,018.76

BOARD OF EDUCATION.

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Electrical fixtures.....	\$1,040.00	
Advertising	15.90	
Architect's fee.....	1,532.10	
Heating Engineer's fee	163.53	
	<hr/>	\$51,797.09

BELMONT AVENUE SCHOOL HOUSE.

Balance from 1905.....	\$87,667.10	
Deduct amount transferred.....	822.01	
	<hr/>	\$86,845.09
Expended for Mason work.....	\$35,400.00	
Iron work.....	5,800.00	
Carpenter work.....	16,755.84	
Painting work.....	1,832.00	
Roofing and metal work	6,590.00	
Plumbing work.....	4,681.00	
Electrical work.....	1,525.00	
Steam heating work....	6,360.00	
Air moving apparatus..	1,475.00	
Electrical fixtures.....	2,022.00	
Grading	125.00	
Advertising	15.90	
Architect's fee.....	4,023.75	
Heating Engineer's fee	239.60	
	<hr/>	\$86,845.09

FOURTEENTH AVENUE SCHOOL HOUSE.

Balance from 1905.....	\$55,053.72	
Appropriation, 1906.....	286.38	
	<hr/>	\$55,340.10
Expended for Mason work.....	\$23,874.31	
Iron work.....	3,200.00	
Carpenter work.....	11,176.60	
Painting work.....	1,240.00	
Roofing and metal work	3,180.00	
Plumbing work.....	3,607.00	

BOARD OF EDUCATION.

Electrical work.....	\$983.62	
Steam heating work....	4,490.00	
Boiler fittings.....	13.60	
Air moving apparatus..	830.00	
Electrical fixtures.....	1,197.00	
Advertising	15.90	
Architect's fee.....	1,367.10	
Heating Engineer's fee	164.97	
	<hr/>	\$55,340.10

AVON AVENUE SCHOOL HOUSE.

Balance from 1905.....	\$75,543.34	
Appropriation, 1906.....	822.01	
	<hr/>	\$76,365.35

Expended for Mason work.....	\$33,071.00	
Iron work.....	5,670.00	
Carpenter work.....	13,940.00	
Painting work.....	977.00	
Roofing and metal work	2,503.00	
Plumbing work.....	3,396.33	
Electrical work.....	817.00	
Steam heating work....	4,743.07	
Air moving apparatus..	795.00	
Grading	2,800.00	
Electrical fixtures.....	990.00	
Advertising	52.32	
Architect's fee.....	1,975.57	
Heating Engineer's fee	167.70	
	<hr/>	\$71,897.99

Balance	\$4,467.36
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MORTON STREET SCHOOL HOUSE PLAYGROUND.

Balance from 1905.....	\$1,900.00	
Appropriation, 1906.....	909.58	
	<hr/>	\$2,809.58

Expended for Ground.....	\$2,700.00	
Search	79.58	
Condemnation Commis-		
sioners	30.00	
	<hr/>	\$2,809.58

SOUTH SIXTEENTH STREET SCHOOL HOUSE (ADDITIONAL GROUND).

Balance from 1905.....	\$6,100.00	
Deduct amount transferred.....	39.08	
	<hr/>	\$6,060.92
Expended for Ground.....	\$6,000.00	
Search	60.92	
	<hr/>	\$6,060.92

CAMDEN STREET SCHOOL HOUSE (ADDITIONAL GROUND).

Balance from 1905.....	\$6,094.00	
Expended for Ground.....	\$6,000.00	
Search	94.00	
	<hr/>	\$6,094.00

RICHELIEU TERRACE SCHOOL HOUSE SITE.

Appropriation, 1906.....	\$7,805.34	
Expended for Ground.....	\$7,750.00	
Search	55.34	
	<hr/>	\$7,805.34

SUSSEX AVENUE SCHOOL HOUSE (ADDITIONAL GROUND).

Appropriation, 1906.....	\$9,101.34	
Expended for Ground.....	\$9,000.00	
Search	101.34	
	<hr/>	\$9,101.34

LAFAYETTE STREET SCHOOL HOUSE (ADDITIONAL GROUND).

Appropriation, 1906.....	\$12,672.79	
Expended for Ground.....	\$12,500.00	
Searches	172.79	
	<hr/>	\$12,672.79

BOARD OF EDUCATION.

WASHINGTON STREET SCHOOL HOUSE (ADDITIONAL GROUND).

Appropriation, 1906.....	\$24,600.00	
Deduct amount transferred.....	215.45	
	<hr/>	\$24,384.55
Expended for Ground.....	\$24,250.00	
Searches	134.55	
	<hr/>	\$24,384.55

RIDGE STREET SCHOOL HOUSE (ADDITIONAL GROUND).

Appropriation, 1906.....	\$7,500.00	
Expended for Search.....	\$54.74	
Condemnation Commis-		
sioners	75.00	
	<hr/>	\$129.74
Balance		<hr/> \$7,370.26

SOUTH MARKET STREET SCHOOL HOUSE (ADDITIONAL GROUND).

Appropriation, 1906.....	\$79.68
Expended for Search.....	79.68

WEBSTER STREET SCHOOL HOUSE (ADDITIONAL GROUND).

Appropriation, 1906.....	\$15,200.00	
Deduct amount transferred.....	105.00	
	<hr/>	\$15,095.00
Expended for Ground.....	\$15,000.00	
Search	95.00	
	<hr/>	\$15,095.00

PESHINE AVENUE SCHOOL HOUSE (BOND AND-INTEREST).

Appropriation, 1906.....	\$655.00	
Expended for Interest on bonds..	\$55.00	
Bond No. 9.....	600.00	
	<hr/>	\$655.00

PESHINE AVENUE SCHOOL HOUSE (ADDITIONAL GROUND).

Appropriation, 1906.....	\$7,100.00
Expended for Ground.....	\$2,500.00
Searches	275.00
	<hr/>
	\$2,775.00
	<hr/>
Balance	\$4,325.00

HAWTHORNE AVE. SCHOOL HOUSE (ADDITIONAL GROUND).

Appropriation, 1906.....	\$3,639.54
Expended for Ground.....	\$3,550.00
Search	89.54
	<hr/>
	\$3,639.54

SOUTH EIGHTH STREET SCHOOL HOUSE ADDITION.

Appropriation, 1906.....	\$85,000.00
Expended for Mason work.....	\$21,912.00
Iron work.....	13,088.00
Carpenter work.....	640.00
Steam heating work....	760.00
Advertising	60.68
Building permit.....	73.00
Architect's fee.....	1,800.00
Heating Engineer's fee	230.00
	<hr/>
	\$38,563.68
	<hr/>
Balance	\$46,436.32

HAMBURG PLACE SCHOOL HOUSE ADDITION.

Appropriation, 1906.....	\$104,000.00
Expended for Mason work.....	\$22,400.00
Iron work.....	12,560.00
Carpenter work.....	2,320.00
Plumbing work.....	1,000.00
Steam heating work....	4,400.00

BOARD OF EDUCATION.

Advertising	\$33.15	
Building permit.....	300.00	
Architect's fee.....	3,350.00	
Heating Engineer's fee	287.17	
	<hr/>	\$46,650.32
Balance		\$57,349.68

AVON AVENUE SCHOOL HOUSE ADDITION.

Appropriation, 1906.....		\$55,000.00
Expended for Mason work.....	\$11,864.00	
Iron work.....	3,664.00	
Carpenter work.....	2,864.00	
Advertising	60.69	
Building permit.....	160.00	
Architect's fee.....	1,200.00	
Heating Engineer's fee	90.00	
	<hr/>	\$19,902.69
Balance		\$35,097.31

FRANKLIN SCHOOL HOUSE SITE AND ADDITION.

Balance from 1905.....	\$1,600.00	
Appropriation, 1906.....	64,594.94	
	<hr/>	\$66,194.94
Expended for Additional ground..	\$5,300.00	
Searches	158.90	
Mason work.....	16,160.00	
Iron work.....	3,840.00	
Carpenter work.....	3,972.00	
Roofing work.....	2,400.00	
Plumbing work.....	270.00	
Steam heating work...	720.00	
Advertising work.....	33.16	
Building permit.....	190.00	

BOARD OF EDUCATION.

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Architect's fee.....	\$1,700.00	
Heating Engineer's fee	175.00	
	<hr/>	\$34,919.06
Balance		<hr/>
		\$31,275.88

BURNET STREET SCHOOL HOUSE ADDITION.

Balance from 1905.....	\$11,100.00	
Appropriation, 1906.....	126,000.00	
	<hr/>	\$137,100.00
Expended for Additional ground..	\$11,000.00	
Search	152.48	
Mason work.....	21,040.00	
Iron work.....	8,000.00	
Carpenter work.....	400.00	
Plumbing work.....	480.00	
Steam heating work....	2,000.00	
Advertising	97.56	
Building permit.....	90.00	
Architect's fee.....	3,800.00	
Heating Engineer's fee	325.00	
	<hr/>	\$47,385.04
Balance		<hr/>
		\$89,714.96

THIRTEENTH AVENUE SCHOOL HOUSE SITE AND ADDITION.

Appropriation, 1906.....	\$120,628.84	
Expended for Additional ground..	\$25,000.00	
Search	106.28	
Condemnation Commis-		
sioners	60.00	
Condemnation expenses.	24.85	
Appraisals	35.00	
Mason work.....	3,568.00	
Iron work.....	6,400.00	
Steam heating work....	704.00	

BOARD OF EDUCATION.

Advertising	\$39.37	
Building permit.....	300.00	
Architect's fee.....	2,000.00	
Heating Engineer's fee	207.10	
	<hr/>	\$38,444.60
Balance		<hr/> \$82,184.24

PARKER STREET SCHOOL HOUSE.

Balance from 1905.....	\$18,000.00	
Appropriation, 1906.....	6,041.90	
	<hr/>	\$24,041.90
Expended for Site.....	\$18,000.00	
Searches	290.26	
Condemnation Commis-		
sioners	180.00	
Advertising	88.17	
Condemnation damages		
awarded	1,200.00	
Architect's fee.....	4,017.37	
Heating Engineer's fee	266.10	
	<hr/>	\$24,041.90

BERGEN STREET SCHOOL HOUSE (ADDITIONAL GROUND).

Appropriation, 1906.....	\$9,600.00	
Expended for Ground.....	\$9,500.00	
Search	75.00	
	<hr/>	\$9,575.00
Balance		<hr/> \$25.00

ABINGTON AVENUE SCHOOL HOUSE ADDITION.

Appropriation, 1906.....	\$55,000.00	
Expended for Mason work.....	\$9,288.00	
Iron work.....	4,080.00	
Carpenter work.....	2,476.00	
Advertising	81.80	

Building permit.....	\$174.00	
Architect's fee.....	1,125.00	
Heating Engineer's fee	180.00	
	<hr/>	\$17,404.80
Balance		\$37,595.20

ALEXANDER STREET SCHOOL HOUSE (ADDITIONAL GROUND).

Appropriation, 1906.....		\$833.93
Expended for Ground.....	\$800.00	
Search	33.93	
	<hr/>	\$833.93

COMMERCIAL AND MANUAL TRAINING HIGH SCHOOL.

Balance from 1905.....		\$11,652.15
Expended for Search.....	\$131.74	
Consulting Architect...	500.00	
Storage for plans.....	35.00	
Suit expenses.....	9.60	
	<hr/>	\$676.34
Balance		\$10,975.81

HIGH SCHOOL (SOUTHERN SECTION OF CITY).

Balance from 1905.....		\$10,000.00
Expended for Search.....		92.42
	<hr/>	
Balance		\$9,907.58

HIGH SCHOOL (EASTERN SECTION OF CITY).

Appropriation, 1906.....		\$43,313.52
Expended for Site.....	\$13,200.00	
Searches	213.52	
	<hr/>	\$13,413.52
Balance		\$29,900.00

UNAPPORTIONED.

High Schools..... \$35,036.53

BALANCES TO 1907.

Avon Avenue School House.....	\$4,467.36
Ridge St. School House (Additional ground)	7,370.26
Peshine Ave. School House (Additional ground)	4,325.00
So. Eighth Street School House Addition	46,436.32
Hamburg Place School House Addition	57,349.68
Avon Avenue School House Addition	35,097.31
Franklin School House Site and Addition	31,275.88
Burnet Street School House Addition	89,714.96
Thirteenth Ave. School House Site and Addition.....	82,184.24
Bergen St. School House (Additional ground)	25.00
Abington Avenue School House Addition	37,595.20
Commercial and Manual Training High School	10,975.81
High School (Southern Section)..	9,907.58
High School (Eastern Section)....	29,900.00
Unapportioned (High).....	35,036.53
	<hr/> \$481,661.13

DAVID A. McINTYRE,
President.

R. D. ARGUE,
Secretary.

TABLE OF EXPENSES OF THE VARIOUS SCHOOLS FOR 1906.

NAMES OF SCHOOLS.	Salaries of Teachers.		Salaries of Janitors.		School Books, Stationery and Printing.		Repairs.		Furniture and Supplies.		Heating Apparatus.		Fuel.		Miscellaneous.		Total.
Normal and Training	\$10,016 44		\$420 00		\$700 96		\$505 78		\$236 61		\$152 92		\$81 87		\$54 73		\$12,169 31
Normal Department	12,472 16		840 00		411 88		1,011 63		473 21		305 85		103 42		103 42		15,787 91
Training Department	8,497 20		960 00		537 05		499 81		88 57		148 53		163 75		87 08		10,981 99
Webster Street Training	81,039 99		4,700 00		5,659 42		2,501 44		1,556 81		404 48		1,238 00		2,462 43		99,582 57
High	6,106 84				5 64										840 00		7,012 48
High Annex	17,000 55		1,200 00		924 00		748 35		575 72		68 37		260 00		137 16		20,974 75
Burnet Street	9,985 36		900 00		384 11		1,094 92		118 06		54 75		120 00		55 48		12,712 68
State Street	3,975 50		480 00		104 59		2 33		111 48		76 30		186 13		500 00		5,436 33
James Street	21,110 90		1,485 00		994 66		1,306 30		658 36		107 01		527 00		107 83		26,287 06
Washington Street	4,495 55		658 23		155 13		825 90		54 28		132 00		158 75		86 87		6,566 71
Colored	34,270 69		2,760 00		1,983 75		6,131 92		957 45		259 96		710 00		600 75		47,674 52
Morton Street	3,659 64		360 00		116 97		30		12 77						975 00		5,124 68
William Street	21,978 41		1,620 00		1,239 71		2,030 48		416 61		118 72		688 00		101 94		28,193 87
Monmouth Street	11,238 95		1,056 00		479 43		784 38		448 55		58 92		157 50		305 02		14,528 75
Lawrence Street	2,710 93		780 00		100 43		421 66		60 45		58 72		215 00		98 45		3,905 64
Commerce Street	17,740 36		1,287 00		1,026 42		5,302 45		126 99		22 20		410 50		80 66		25,996 58
Chestnut Street	19,834 63		1,375 00		1,031 70		3,021 09		1,156 64		319 84		500 00		269 27		27,508 17
Lafayette Street	24,310 64		1,380 00		1,342 63		858 48		533 86		58 95		476 00		173 36		29,133 92
South Eighth Street	24,556 96		1,440 00		1,279 34		351 41		316 66		82 85		467 75		117 74		28,612 71
Thirteenth Avenue	14,847 28		1,203 00		692 42		5,261 24		1,987 59		387 21		460 00		144 24		24,982 98
Bruce Street	14,195 87		1,400 00		802 07		5,444 64		493 94		599 33		761 25		49 80		23,746 90
Alexander Street	23,064 49		1,578 00		1,305 62		2,222 01		1,933 27		1,727 95		605 06		296 17		32,632 57
Central Avenue	7,162 56		840 00		355 67		1,060 73		719 36		160 00		353 75		57 40		10,709 37
Warren Street	5,900 19		696 00		254 11		39 27		128 62		104 30		157 25		74 69		7,338 48
Wickliffe Street	16,990 32		1,287 00		898 46		5,619 84		840 36		96 30		411 50		90 51		26,243 29
Summer Avenue	18,517 90		1,564 00		1,137 98		778 32		6,353 09		76 07		935 63		107 66		29,469 95
Elliot Street	4,490 00		618 00		219 53		13 33		45 50		16 80		92 50		8 48		5,474 14
Ridge Street	7,937 35		959 00		405 64		445 04		143 60		136 33		215 25		85 78		10,327 89
Abington Avenue	1,656 45		60 00		6 83				18 16				30 50		360 00		2,131 94
Abington Avenue Annex	6,454 28		927 00		292 07		352 48		42 63		97 03		350 50		65 04		8,881 03

TABLE OF EXPENSES OF THE VARIOUS SCHOOLS FOR 1906.—Continued

NAMES OF SCHOOLS.	Salaries of Teachers.		Salaries of Janitors.		School Books, Stationery and Printing.		Repairs.		Furniture and Supplies.		Heating Apparatus.		Fuel.		Miscellaneous.		Total.	
	\$	¢	\$	¢	\$	¢	\$	¢	\$	¢	\$	¢	\$	¢	\$	¢	\$	¢
Miller Street.....	\$20,624	42	\$1,443	00	\$1,230	69	\$1,051	15	\$237	59	\$100	80	\$807	50	\$181	94	\$25,483	09
Elizabeth Avenue.....	5,362	65	807	00	219	11	1,048	23	71	35	272	59	192	00	59	40	8,032	33
Charlton Street.....	33,149	11	1,860	00	1,715	95	2,634	96	1,023	02	3,897	93	1,162	50	326	81	45,770	28
Peshine Avenue.....	3,308	16	606	00	145	77	498	98	30	71	173	45	192	13	17	25	4,867	43
Prospect Avenue.....	1,632	90	300	00	40	51	385	28	19	73	139	84	59	12	---	---	2,597	08
Park Avenue.....	2,103	30	310	00	55	73	453	69	132	88	616	30	32	00	---	---	3,703	90
Oliver Street.....	17,964	45	1,545	00	1,034	67	1,135	01	917	64	134	85	540	00	236	39	23,528	01
South Street.....	17,000	07	1,305	00	739	46	3,092	65	754	99	178	05	527	50	72	69	23,730	44
Walnut Street.....	7,228	40	858	00	235	72	258	32	237	90	29	31	123	75	57	47	9,028	87
Ann Street.....	17,452	33	1,560	00	904	17	1,093	14	901	79	386	51	420	00	198	40	22,926	34
North Seventh Street.....	18,576	37	1,560	00	1,115	58	2,332	07	506	57	192	85	510	25	357	90	25,151	59
Roseville Avenue.....	9,973	19	954	00	470	50	323	54	154	73	30	42	263	88	72	73	12,242	99
Sussex Avenue.....	14,817	73	1,443	00	903	39	1,024	27	175	14	89	83	237	00	156	88	23,882	88
South Market Street.....	18,267	25	1,560	00	914	29	1,337	44	362	60	652	38	330	00	158	92	23,883	21
Hamburg Place.....	25,920	02	1,587	00	1,495	40	1,142	51	478	89	140	06	910	55	208	78	31,869	91
Hawkins Street.....	11,884	45	1,315	00	1,664	30	3,001	23	494	81	876	29	280	00	63	80	18,669	91
South Tenth Street.....	22,037	75	1,356	00	1,098	90	2,174	62	634	28	231	66	660	00	94	59	28,257	80
South Tenth Street Annex.....	484	60	60	00	1,098	90	2,174	62	56	40	11	35	20	15	100	00	738	10
Camden Street.....	20,985	97	1,461	00	885	33	1,137	67	831	45	275	13	400	00	76	83	26,063	38
Waverly Avenue.....	16,851	20	1,344	00	960	09	6,134	45	578	98	457	35	580	00	156	37	27,062	44
Fifteenth Avenue.....	20,019	05	1,416	00	882	27	2,880	04	709	37	193	91	639	00	113	51	26,903	15
Hawthorne Avenue.....	9,717	17	1,048	00	624	79	1,000	42	66	86	294	80	411	75	92	80	13,316	59
South Sixteenth Street.....	10,819	91	1,128	00	545	28	536	01	751	06	101	83	496	75	67	17	14,461	44
Fourteenth Avenue.....	5,019	70	702	00	1,464	22	29	54	7,035	92	---	---	381	50	12	56	14,461	44
Avon Avenue.....	5,707	18	540	00	2,012	07	81	08	6,337	29	---	---	335	00	68	08	15,090	70
Newton Street.....	31,552	90	1,725	00	1,960	96	553	08	1,121	46	292	97	655	87	200	61	38,062	85
Eighteenth Avenue.....	24,380	30	1,500	00	1,629	36	1,880	18	914	47	95	73	464	76	123	19	30,973	99
Livingston Street.....	7,761	93	1,687	00	1,815	69	1,13	45	29	88	12	75	97	50	1,088	25	10,065	62
Bergen Street.....	19,816	92	1,584	00	1,880	69	1,846	90	246	85	64	45	840	75	328	56	26,609	12
Bergen Street Annex.....	3,523	71	400	00	1,175	79	911	11	208	62	262	73	106	38	550	00	6,138	34

Belmont Avenue-----	7,828 88	924 00	3,267 36	312 56	10,178 87	-----	499 50	23 41	23,034 58
Franklin Avenue-----	24,446 45	1,527 00	1,510 58	421 43	166 97	224 85	760 00	149 47	20,206 75
Seventh Avenue-----	22,887 96	1,620 00	1,110 32	1,775 60	868 62	1,341 81	627 50	299 58	30,530 89
Academy Street-----	1,400 00	240 00	16 11	6 55	16 14	-----	-----	200 00	1,878 80
Commerce Street Ungraded-----	2,149 54	-----	52 40	-----	28	-----	-----	-----	2,202 22
Central Evening High-----	5,429 00	121 50	904 81	-----	-----	-----	-----	396 30	6,851 61
Thirteenth Avenue Evening High-----	5,409 35	132 75	427 14	-----	-----	-----	-----	361 28	6,230 52
Hamburg Place Evening High-----	4,727 60	120 00	15 19	-----	-----	-----	-----	404 23	5,267 02
Franklin Evening High-----	2,557 00	75 75	171 45	-----	-----	-----	-----	298 26	3,102 46
Washington Street Evening-----	2,508 00	75 75	154 24	-----	-----	-----	-----	238 03	2,976 02
Morton Street Evening-----	4,703 75	138 75	173 24	-----	1 28	-----	-----	699 10	5,716 12
Lafayette Street Evening-----	2,520 00	75 00	139 69	-----	17	-----	-----	88 20	2,823 06
Thirteenth Avenue Evening-----	2,111 03	51 00	14 87	-----	55	-----	-----	122 33	2,299 78
Alexander Street Evening-----	586 00	19 50	84 44	-----	-----	-----	-----	-----	689 94
Central Avenue Evening-----	2,813 00	82 50	245 74	-----	52	-----	-----	542 89	3,684 65
Elliot Street Evening-----	1,689 00	21 00	204 04	-----	-----	-----	-----	25 45	939 49
South Market Street Evening-----	1,974 00	52 50	72 01	-----	92	-----	-----	323 80	2,423 26
Hamburg Place Evening-----	1,882 40	51 00	108 12	-----	25	-----	-----	624 40	2,675 77
South Tenth Street Evening-----	2,103 00	59 25	336 35	-----	3 60	-----	-----	148 44	2,491 04
Newton Street Evening-----	2,157 00	59 25	125 47	-----	6 00	-----	-----	232 96	2,520 76
Eighteenth Avenue Evening-----	2,753 00	78 00	59 63	-----	83	-----	-----	446 20	2,728 08
Belmont Avenue Evening-----	2,222 00	68 25	158 01	-----	-----	-----	-----	440 63	3,430 47
Franklin Evening-----	2,263 25	62 25	526 78	-----	57	-----	-----	292 70	3,109 73
Seventh Avenue Evening-----	3,659 00	102 00	198 85	-----	-----	-----	-----	210 82	2,645 84
Drawing-----	5,940 27	375 00	82 19	161 48	25 78	41 55	167 50	330 50	4,290 35
Morton Street Summer-----	1,175 00	66 00	31 18	-----	-----	-----	-----	-----	975 85
Thirteenth Avenue Summer-----	1,884 50	45 00	46 35	-----	-----	-----	-----	-----	832 85
Bruce Street Summer-----	767 75	45 00	19 71	-----	-----	-----	-----	-----	634 12
Central Avenue Summer-----	519 50	33 00	21 62	-----	-----	-----	-----	-----	632 22
Warren Street Summer-----	600 75	21 00	10 48	-----	-----	-----	-----	-----	672 27
South Street Summer-----	631 00	30 00	11 37	-----	-----	-----	-----	-----	663 74
Hamburg Place Summer-----	564 00	27 00	12 74	-----	-----	-----	-----	-----	1,100 81
Hawkins Street Summer-----	1,036 50	54 00	10 31	-----	-----	-----	-----	-----	653 41
South Tenth Street Summer-----	588 63	27 00	37 78	-----	-----	-----	-----	-----	653 41
Camden Street Summer-----	798 50	33 00	8 87	-----	-----	-----	-----	-----	840 37
Fifteenth Avenue Summer-----	657 50	30 00	7 01	-----	-----	-----	-----	-----	694 51
Newton Street Summer-----	729 00	39 00	11 05	-----	-----	-----	-----	-----	779 05
Eighteenth Avenue Summer-----	1,032 00	45 00	25 81	-----	-----	-----	-----	-----	1,102 81
Bergen Street Summer-----	1,055 50	51 00	13 22	-----	-----	-----	-----	-----	1,219 72
Franklin Summer-----	678 25	36 00	79 87	-----	-----	-----	-----	-----	794 12
Seventh Avenue Summer-----	707 75	36 00	9 07	-----	-----	-----	-----	-----	752 82
-----	820 00	42 00	26 46	-----	-----	-----	-----	-----	888 46

PRESIDENT'S ADDRESS

PRESIDENT'S ADDRESS.

To the Honorable Board of Education of the City of Newark:

GENTLEMEN—I assume the office of president of the Board of Education for the third time with a stronger conviction than ever before of its importance, and of the great responsibility and obligations which it entails. For the proper discharge of these there must be co-operation of all the members of the Board. Let us all strive, earnestly, to make the schools, in 1907, more efficient and useful than ever before in their history.

On previous occasions such as this it has been customary to call to the attention of the Board matters of consequence affecting the schools. Last year it was suggested that some effort should be made to arrange a more satisfactory scheme for paying the teachers than the one now in use. In cities much larger than Newark teachers are paid more promptly, and reform is urgently needed here.

There is a widespread opinion that the school year includes too many holidays, and that the tendency to dismiss the schools for trivial reasons should be arrested. It is undeniably true that the school work is interrupted too frequently, causing serious loss.

The interest manifested by citizens in all that concerns the schools, and the space given by the press of the city to school news, are matters affording pleasure to all concerned, either officially or otherwise. The parents' associations and other civic bodies have repeatedly demonstrated their usefulness, and it is gratifying to

know that there are more of such organizations than at this time last year. The expression of opinion made by the Federation of Parents' Clubs on the advisability of having more school gardens in different parts of the city should be heartily welcomed by this Board, and it doubtless will receive the consideration it deserves. Any matters affecting the welfare or advancement of the schools, when indorsed and urged by these associations, acquire an importance which cannot be overestimated.

One of the first and most pressing of our duties is to safeguard the health and lives of the thousands of children entrusted to our care; every possible effort has been made to perfect our system of medical inspection and to make all the conditions surrounding the children wholesome. The purchase of additional property adjacent to the schools and the removal of buildings therefrom has resulted in increased light and more air for the classrooms. There is a greater danger threatening the children than that of disease resulting from either deficient light or unsanitary premises. Many of our buildings are situated upon streets through which the trolleys run. Before the opening of each session, and especially at the close, thousands of children are in the streets, hundreds in the vicinity of each schoolhouse. The fact that accidents have not happened does not insure the future. The speed of the cars and the carelessness of motormen, combined with the thoughtlessness and heedlessness of the children, constitute a combination of circumstances which render accidents almost certain. The danger warrants some action by the Board of Education in the nature of precautionary measures for protecting the lives of the children.

The streets of our city are used as a playground; especially is this noticeable in the congested sections. The conditions thus created are an annoyance, and impose a hardship upon the children because the streets are al-

together unsuitable for games of any kind. Children have an inalienable right to play, and play they will with or without proper grounds. The school authorities should permit the use of the school playgrounds outside the regular hours for this purpose. The public owns these properties, and the facilities for play ought to be available at all reasonable times. I recommend that after school hours and part of each Saturday the playgrounds be opened for the use of children.

The widespread interest in athletics in the schools was made manifest last year, when about 2,500 children took part in the annual field day events. It was an undertaking of enormous magnitude, exceeding anything of a like kind in the United States. Such a movement deserves well of the Board of Education. It would seem possible for a city as rich as Newark to provide a place within the corporate limits where these competitions might be held instead of compelling the children to go to a neighboring city.

It is a cause for felicitation that our school facilities have been so largely increased in the last few years. Notwithstanding the normal addition of from 2,000 to 2,500 to our annual enrollment, the buildings under construction and now nearing completion will place the schools in a position more nearly satisfactory than for a decade or more. It will be necessary to expend large sums each year to keep pace with our rapidly growing population and the general progress of the city. Newark has very large manufacturing interests, and not only should there be a sufficient number of buildings with the required seating capacity, but there must be adequate provision made for the preparation of our youth to serve these business interests. The great need of a commercial and manual training school is so apparent that the plans now under way for a suitable building should be completed at the earliest possible moment.

The evening drawing school has a most honorable record for service to the thousands who have profited by the opportunities it offers. Its students and graduates are to be found in many different lines of work, all more efficient and successful because of the preparation it gave them. The time has come to broaden its course, to increase its facilities, to extend its usefulness, to give new life and impetus, and I recommend that at an early date proper action shall be taken with these ends in view.

It is clear to me that there should be some plan for giving grammar school graduates who for various reasons cannot take a high school course the chance to prepare themselves for business in neighborhood schools. Not every grammar school would need to be used for this purpose, but three or four in as many different sections of the city might be utilized as centres for the proposed extension courses. The time occupied would be one year and the subjects of study would be commercial arithmetic, correspondence, book-keeping, spelling, grammar, penmanship, stenography and typewriting.

There are thousands of children who must go into offices, stores, etc., as soon as possible, far too many before they are mature enough to have fully profited by the instruction of the public schools. Those whose parents by a little additional effort or sacrifice, can keep them in attendance for more specific training should have the benefit of the public funds. For such extension courses men teachers should be employed, and every possible effort should be made to make the work practical and efficient.

In urging the establishment of these extension courses I do not wish to underestimate the value of the broad and cultural training now provided in our present High School, or contemplated in the proposed Commercial and Manual Training High School. My wish is to have the schools serve more directly and with clearer purpose that

large body of wage earners who must of necessity forego the longer and more extensive preparation.

The expenditure of vast sums of money for educational purposes is approved by the public opinion of the day. This is done not only generously, but with the belief that the investment will pay large dividends in establishing the stability of the Republic and the perpetuity of democratic institutions. It becomes more evident from year to year that the schools are designed to give, and are capable of, service in more ways than those merely academic or vocational. Their influence must be exerted to teach the children not only standards of conduct, but principles and habits that shall make for good citizenship. I believe something definite should be done to inculcate habits of thrift, the value and importance of which none can deny, and the need of which those familiar with our schools willingly acknowledge. I recommend that the teachers' committee shall authorize the establishment of a system of school savings banks, to be inaugurated as soon as the details can be arranged.

Our evening schools deserve special mention. The committee having charge of this department during the past few years deserve praise for having established them on a firm foundation. Only the best teachers are employed, and the subjects taught are such as to attract all those who are seeking advancement by fitting themselves for more efficient work. In some of the buildings the lighting is not satisfactory, and steps should be taken to remedy this defect.

I trust the Board will take under consideration these recommendations and make such disposition of them as will be for the best interest of the school system.

DAVID A. McINTYRE,

President.

PART II

REPORT OF THE CITY SUPERINTENDENT

The Forty-Ninth Annual Report

OF THE

City Superintendent of Schools

To the Honorable Board of Education of the City of Newark:

GENTLEMEN—By the provisions of the 62nd section of the act entitled “An Act to Revise and Amend the Charter of the City of Newark,” approved March 11, 1857, and subsequent acts supplementary and amendatory thereof, and in compliance with the rules and regulations of your Honorable Board, I take pleasure in submitting my sixth annual report of the public schools of the City of Newark for the year ending January 31, 1907. This report completes a series of *fifty* consecutive annual reports by the Board of Education of the City of Newark, beginning with the report of Stephen Congar for the year 1857.

In these reports will be found a consecutive account of the growth, development, and progress of our city school system from ten schools (omitting rented buildings), enrolling 4,752 pupils and employing 78 principals and teachers, to one enrolling 50,000 pupils and employing nearly 1,200 principals and teachers. During this half century, the population of Newark has increased from 64,000 in 1857 to upwards of 300,000 in the year 1906.

NEWARK SCHOOLS FIFTY YEARS AGO.

The Board of Education of 1856 consisted of 19 members (one vacancy). Samuel L. Pennington was President of the Board. He served as President for eight consecutive years from 1855 to 1863. Frederick W. Ricord was Secretary of the Board, and Stephen Congar was Superintendent of Schools. Mr. Congar was also a member of the Board. During this period of fifty years, there have been 22 presidents, as follows:

Samuel H. Pennington,	Edward Goeller,
Thomas W. Dawson,	Edmund L. Joy,
William K. McDonald,	James L. Hays,
Frederick W. Ricord,	Henry C. Klemm,
Edwin H. Dawson,	John Van Doren, Jr.,
William A. Whitehead,	Henry J. Anderson,
L. Spencer Goble,	William A. Gay,
Samuel A. Farrand,	Miles F. Quinn,
Abram G. Sayre,	Charles E. Hill,
Edward L. Dobbins,	Charles W. Menk,
George B. Swain,	David A. McIntyre.

During this long period, there have been only five city superintendents, as follows:

Stephen Congar,
George B. Sears,
W. N. Barringer,
C. B. Gilbert,
A. B. Poland.

Also, during this period, there have been only six secretaries of the board as follows:

Frederick W. Ricord,
George B. Sears,
C. Albert Stonelake,
George W. Case,
P. Lyndon Bryce,
Robert D. Argue.

To the fact that the school system has developed under so few heads is probably due in no small degree its present unity and efficiency. The marked changes from time to time in ideas and in ideals as well as in aims, plans and methods, mirror in a clear light the progressive changes that have taken place during the last fifty years in public education, not only in this city, but throughout the whole country.

It is natural that each superintendent should view the broad field of education from his own standpoint; and that he should incorporate into his recommendations to the Board his own personal convictions, often quite unlike those of his predecessors. But it is noticeable that running all through these reports there appear the same unselfish purpose, the same devotion to duty, the same effort to discover and grasp the great secret of how to train children and youth for the service of the state and for the benefit and glory of mankind; that the schools are primarily for the children, the children for the family and state, the family and state for the happiness and prosperity of all its individual members, —these guiding principles shine out from every page in all these reports. In ways and means differences of opinion exist; but not in the grand purpose of public school education. The teachings of the early fathers who established our American common school system were so deeply implanted that no deviation was possible. I cannot forbear, for its historical interest, to make a few quotations from the first report of Superintendent Congar, that for the year 1857.

EXTRACTS FROM REPORT OF CITY SUPERINTENDENT CONGAR
FOR THE YEAR 1857.

"The settlement of Newark," he says, "was made in 1666, by settlers from Branford and Guilford, Connecticut. The early records of the town, as preserved in the old town book, show that the original settlers of Newark concerted measures in town meeting as early as 1676 to provide a school master and accommodations for a school in the township. A school master was procured, but there is no evidence that his salary was paid by the town. It is more

probable, from the general tenor of the resolutions adopted in town meeting, that he was paid for his services by the voluntary subscriptions and payments of the parents and guardians of the children whom he instructed. The following extracts from the old town book will be read with interest:

‘Town Meeting, Nov. 21, 1676.

Item.—The townsmen have liberty to see if they can find a competent number of scholars and accommodations for a schoolmaster within this town.

February 7, 1677. Item.—The town hath consented that the townsmen should perfect the bargain with the school master for this year, upon condition that he will come for this year and do his faithful, honest and true endeavor to teach the children or servants of those as have subscribed, the reading and writing of English, and also arithmetic, if they desire it, as much as they are capable to learn and he capable to teach them within the compass of this year, no wise hindering, but that he may make what bargain he please with those as have not subscribed.

It is voted that the townsmen have liberty to complete the bargain with the school master, they knowing the town’s mind.

January 1, 1696. Item.—It is voted that Captain John Curtis, Mr. John Treat and Mr. Theophilus Pierson, shall endeavor the obtaining a well qualified man for a school master.

January 1, 1698.—Theophilus Pierson, Jasper Crane and Thomas Richards are chosen, to agree with a school master, to keep school in this town, for this year, according to Act of Assembly.

September 6, 1698. Item.—It is agreed upon by vote that there shall be a school master hired for this town the next year.

It is probable that the first schoolhouse was erected about the year 1700, on or near the site of the stone school house in Market Street.

As tradition informs us, it was a stone building, one story in height and of small dimensions, but during many years it was the only school house within the present boundaries of the City of Newark. There the children of the early settlers, and their immediate descendants, were instructed in the rudiments of learning, by the village school master.

The first entry in the town records, in respect to the gratuitous education of the poor children, is in 1769.

'Town Meeting, March 14, 1769.

Caleb Camp bid off the poor at one hundred pounds light money and is to keep them in sufficient victuals and clothing, and give schooling to such children as require it, which said schooling, etc., is left at the direction and discretion of Samuel Huntington, one of the overseers.

March 8, 1774.—It was voted that the poor children shall be constantly sent to school at the expense of the person that takes them.'

Similar votes were passed in the years 1787-92.

As the town increased in population, school buildings were erected, generally by subscription, and schools were multiplied.

It is related that the corner-stone of the Newark Academy was laid in 1792, with much ceremony, amid the acclamation of a large number of the inhabitants of the town and neighborhood. The Academy, when completed, was a large and substantial brick edifice, in which schools of high reputation were established and maintained for more than half a century. But the site having become extremely valuable, the land and buildings were sold to the Government of the United States, and the Academy was demolished in 1856, to permit the erection of the present Custom House and Post Office.

This ancient and valuable institution, the Newark Academy, has been re-established under the most favorable auspices, in a large building on High street, formerly the Wesleyan Institute, purchased by the Trustees in 1857, and refitted for school purposes.

The White School House, at the south end of the town, destroyed by fire a few years since, was erected in.....	1797
The Stone School House in Market street in	1804
The Franklin School House in Fair street in	1807
The Union School House in New Street, demolished last Summer, in.....	1809
The Washington School House in Orange street, in.....	1820

But the schools established in these buildings, and in others erected by societies and individuals, were private institutions, supported by regular charges for the tuition of

the pupils who attended them. No system of public or free schools had been established by the State (nor had the towns of New Jersey legal authority to raise money by tax for the purpose of common school education. From time to time, however, the importance of a free school for the education of poor children was agitated in town meeting, and at length, in 1813, without a clear authority of law, the town meeting passed the following resolution:—

‘Resolved, That five hundred dollars be raised for the schooling of poor children, to be placed in the hands of the Town Committee for said purpose.’

A free school, poor school, or charity school, for by these several names it is designated, was established, and, the next year, was placed under the jurisdiction of Trustees selected by the town meeting.

‘Town Meeting, April 11, 1814.

‘Committee to Examine the Poor School.—Joseph C. Hornblower, Silas Condit, Edward Jones, James Vanderpool, David Hayes, William Tuttle and Aaron Munn.’

Three members of this committee, Silas Condit, David Hayes and William Tuttle, served in the capacity of Trustees of the Free School for seventeen years, from 1814 to 1830, inclusive.”

Another extract from the old town book, relating to the management of the Charity School, is as follows:—

‘Town Meeting, April 8, 1816.

‘Resolved, That the management of the Charity School devolve exclusively upon the superintendents of that establishment, and that they be authorized generally to conduct and regulate its concerns in such way as they may deem most conducive to the promotion of its welfare and the accomplishment of the designs of the institution.’

From 1813 until the incorporation of the City of Newark in 1836, the town meeting annually raised money for the education of poor children. In 1822, the Female Union School was established by the exertions of a number of charitable ladies, and was thereafter partially sustained by the public money. From 1813 until 1829 the moneys applied by the township authorities to common school education were derived entirely from the annual township tax. But in 1828 the Legislature of New Jersey passed a law authorizing the distribution of a portion of the income of the State School Fund among

the several townships of the State. Subsequent acts, passed from time to time, have increased the sums annually distributed, from twenty thousand dollars to thirty thousand, forty thousand, and at length to eighty thousand dollars. In 1830, the town received a bequest of five thousand dollars from the estate of Thomas Longworth, deceased, the income therefrom to be applied to support and educate orphan children. In 1836 the city received a bequest of four thousand dollars from the estate of Stephen Sayres, deceased, the income therefrom to be applied to the education of poor children. The moneys derived from these sources were annually expended by the township authorities, for the education of the children of the poor, by establishing schools, partially or wholly free, and sometimes by paying dividends to private school teachers in proportion to the number of poor children taught by them.

The original charter of the City of Newark provided for the annual election of a school committee, and authorized the common council to raise money by tax for the schooling of poor children. In 1838 the school committee elected at the annual charter election, upon a careful examination of the subject were satisfied that the distribution of the public moneys to private schools, over which they could exercise no efficient control, was injudicious and improper. They immediately proceeded to establish in each of the wards of the city (then four in number) a public free school, comprising a male and female department. The public school in the North ward was located in the Washington school house in Orange street; that in the East ward, in the basement of the church in Market street, near the New Jersey railroad depot; that in the South ward, in the basement of the Methodist Episcopal church in Franklin street; the male department of the West ward public school was located in the first story of a school house in Bank street, near Washington street; and the female department was connected with the female union school in Harrison street. A high school for boys was also established in the second story of the school house in Bank street, under the instruction of Mr. Nathan Hedges, to which pupils from the ward schools were admitted upon certificate of the School Committee. At that period there was not a public school house in the city belonging to the corpora-

tion. The schools thus established in rented buildings, and sustained by the expenditure of the public moneys, were at once largely attended, and were the germ of our present system of public schools. These schools were entirely free; but, inasmuch as the principal part of the money required to support them was raised by tax, by the common council, under the provision of the city charter authorizing them to raise money for the schooling of poor children, it became evident that no efficient general system of public schools could be established without further authority from the legislature. In 1850 an act was passed entitled, 'An Act to Establish Public Schools in the City of Newark;' and in 1853 a further act entitled 'An Act to Incorporate the Board of Education of the City of Newark,' granting to the Board of Education created thereby and to the common council the most ample authority for the establishment and support of an efficient system of public schools. All the important provisions of these acts have been inserted in the revised charter of the city of Newark. Since that period, the Board of Education has steadily pursued the object of establishing a system of public schools, which shall afford the opportunity of a good common school education to every child in the community. That the vast majority of our citizens sympathize in our efforts and sustain us by their confidence, is evinced by the large and increasing taxation for school purposes to which they cheerfully submit, and by the thousands of children who flock into our public schools."

The foregoing extract shows that the schools, which are now patronized by all classes, were originally established as schools for the education of the needy poor. Considering present day appropriations for schools, the following extracts will be found interesting:

MONEYS EXPENDED FOR SCHOOL PURPOSES IN NEWARK IN
FORMER YEARS.

"From 1813 to 1835 inclusive, being a period of twenty-three years prior to the incorporation of the city of Newark, there were received and expended for school purposes, by the township authorities:—

Moneys raised by township tax.....	\$18,597.50
Township quota of State appropriation, first payment in 1829.....	3,027.14

Interest of Longworth bequest, first payment in 1831.....	\$1,500.00
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Amounting for said period to.....	\$23,124.64
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From 1836 to 1850 inclusive, being a period of fifteen years from the date of the incorporation of the city of Newark, to the inauguration of the first Board of Education under the new school law, there were received and expended for school purposes, by the city school committee:

Moneys raised by tax.....	\$25,840.00
City's quota of State appropriation.....	16,012.92
Interest of Longworth bequest.....	4,500.00
Interest of Sayres bequest, first payment in 1837	3,360.00

To these items, add the estimated value of the lot on which the public school house in the Third ward is built, originally purchased by the city for a public market, and the proceeds of the sale of lots on the corner of Broad and Walnut streets, which were appropriated in part towards the erection of the public school houses in the First, Second, and Fourth wards, say.....	12,000.00
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Amounting for said period to.....	\$88,712.92
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From 1851 to 1857 inclusive, being a period of seven years, under the new school law, which provides for the establishment and support of a system of public schools for all the children within the limits of the city capable of attending school, there were received and expended for school purposes, by the board of education, except as hereinafter stated:—

Moneys raised by Tax.....	\$196,225.00
City's quota of State appropriation.....	44,366.58
Interest of Longworth bequest.....	2,100.00
Interest of Sayres' bequest.....	1,680.00

Amounting for said period to.....	\$244,371.58
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The interest of the Longworth bequest for the last seven years has been divided between the Newark Orphan Asylum Association and the Protestant Foster Home Society, and is paid directly from the city treasury.

The aggregate amount received and expended for school purposes in Newark, from 1813 to 1855 inclusive, may be stated as follows:—

Moneys raised by tax, from 1813 to 1857..	\$267,662.50
Township and city's quota of State appropriation, from 1829 to 1857.....	63,406.64
Interest of Longworth bequest, from 1831 to 1857	8,100.00
Interest of Sayres' bequest, from 1837 to 1857	5,040.00
Estimated value of lot in Third ward, etc., as above stated	12,000.00
Total amount	<u>\$356,209.14</u>

From this abstract it appears that the whole amount received and expended for school purposes, from 1813 to 1850 inclusive, was \$111,837.56, and from 1851 to 1857 inclusive, \$244,371.58. This statement alone is an evidence of the rapid progress which the public schools have achieved within a few years past."

NUMBER AND GRADES OF PUBLIC SCHOOLS FOR THE YEAR 1857.

The number of schools under the charge of the Board of Education, 1857, was as follows:

High school, comprising a male and female department	2
Seven grammar schools, each comprising a male and female department.....	14
Two grammar schools, each comprising a male, female and primary department.....	6
Ten primary schools.....	10
Three primary industrial schools, the educational department being under the care of the Board of Education	3
School for colored children.....	1
Normal school, for the improvement and education of teachers.....	1
Evening school, for females.....	1
Four evening schools, for males.....	4
Total number of schools.....	<u>42</u>

The average number of pupils registered in the day schools, and the average daily attendance during the year 1857 were as follows:

	Aver. No. on roll.	Aver. daily attend.
High school.....	390	349
Grammar schools.....	2,326	1,976
Primary schools.....	1,491	1,140
Industrial schools.....	362	220
Colored school.....	70	47
Total:	4,639	3,732

Showing an average daily attendance of 80.4 per cent. on the number of registered pupils in the day schools.

EXPENDITURES FOR THE PUBLIC SCHOOLS FOR THE YEAR 1857.

The moneys applicable to the support of public schools in the city of Newark, for the year 1857, were derived from the following sources:

Amount raised by tax for the support of public schools, as per tax ordinance.....	\$50,000.00
City's quota of State appropriation to common schools.....	6,553.04
Interest of Sayres' bequest.....	240.00
Total amount.....	\$56,793.04

The expenditures for the support of public schools during the year have been as follows:

Salaries of teachers.....	\$32,703.74
School books, maps, etc.....	4,434.93
School furniture.....	400.30
Stoves and fuel.....	2,408.83
Rent of school rooms.....	1,745.08
Incidental expenses.....	2,327.56
Repairs of public school houses.....	1,472.66
New public school house in eighth ward—	
Building account.....	3,769.60
Furniture account.....	2,194.81
New public school house in fifth ward—	
Building account.....	2,751.05

Furniture account.....	\$2,551.48
School lot in ninth ward, interest on bond	33.00
	<hr/>
Total amount.....	\$56,793.04

PUBLIC SCHOOL HOUSES IN 1857.

There were ten public school houses belonging to the city of Newark, which had been erected at the public expense within the last fifteen years. The original cost of the sites upon which the school houses were erected, and of the buildings and improvements, was about one hundred thousand dollars.

The value of the real estate appropriated to school purposes belonging to the city, estimating the school sites at the market price, and the buildings, school furniture and other improvements at cost, was, approximately, as follows:

Seven public school houses, erected on the aforesaid lots, with school furniture and other improvements, each, estimated at.....	\$5,000	
	<hr/>	\$35,000
Public school house No. 8, lot on the corner of Crane and Webster streets.....	\$1,620	
Building, furniture and improvements....	16,500	
	<hr/>	18,120
Public school house No. 9, lot on the corner of Market and Mott streets.....	\$1,500	
Building, furniture and improvements....	16,400	
	<hr/>	17,900
Lot in Chestnut street, ninth ward.....		4,400
High school building, lot on the corner of Washington and Linden streets.....	\$5,000	
Building, furniture and improvements....	20,000	
	<hr/>	25,000
Total estimated value of school houses and sites		\$120,820"

OLD AND NEW COMPARED.

In reviewing the work accomplished during this period, one cannot fail to see that the last decade has witnessed greater changes than the whole forty years preceding. Nor

is this remarkable in any way, since the whole country has gone through in the same period a remarkable transformation—social, political and industrial. This has been pre-eminently the era of organization. Early in this period, labor-saving machinery began to effect many changes in industrial conditions. With the specialization of machines and the minute subdivision of processes, there came naturally a sub-division of labor. Men trained to manage a single machine lost the independence they formerly enjoyed when trained in all the processes of a trade or craft. With loss of independence they became more and more dependent upon one another. This, in connection with the growth of the factory system and the change effected thereby in the field of competition, made it necessary for self-protection to organize labor into unions of the various trades. A new set of relations hitherto unknown in our country were brought into existence. Accompanying the organization of labor, we have witnessed a corresponding concentration of capital and its organization into industries often of gigantic size and power. Banking, manufactures, transportation, in fact, every form of industrial and commercial activity, have undergone the most radical and complete change within a short period. Economy in production and efficiency in administration have been the goal of progress. When a century or more ago the only opportunity for great and masterful achievements was to be found in the command of an army or navy in time of war, leaders were few. To-day the great masters of industry command at all times an army of employes larger than most of those that fought the great battles in ancient and mediæval times. Engineering enterprises like the digging of the Panama Canal, the construction of the New York subway lines, and the great railway terminals, call for as great or greater executive capacity than the command of the armies of Cæsar or Napoleon. And just as organization was necessary in former days to render armies effective, organization

is necessary now to carry out with speed and economy the great industrial undertakings of the present age.

Is it to be wondered at, therefore, having witnessed the marvellous achievements in the engineering, commercial and industrial world about us, that the school master should bethink himself of the value of organization in his field of activity? Thus it has come to pass that in almost every city of the United States the work of public school education has gone through a metamorphosis analogous to that I have described as taking place in the field of manufactures and transportation. Specialization of labor and subdivision of responsibility with a view to economy and efficiency have been the characteristic changes in the industrial world. To secure these ends, the trained expert has become a necessary factor. Able to concentrate all his knowledge and capacity upon the accomplishment of some single end, the expert has produced results that were formerly undreamed of.

To bring to bear the same educated intelligence and concentrated energy upon the problem of education has been the work of educators during the last ten years. Hence the city superintendent has now to assist him in the administration of his schools trained specialists in many lines of work. Just as there are many who deplore the conditions that exist in the industrial world, harking back to the time when most trades and crafts were carried on in small shops by workmen capable of performing every process of manufacture, so there are those who deplore the fact that the work of teaching has become so largely specialized. But it would be just as foolhardy for the stage coach to attempt to compete in this 20th century with the trolley car and automobile as for the old time school to compete with the modern.

The amount of work done, or attempted, by the present day public school would have staggered the imagination of the old time school master. Besides the three R's as formerly, the school curriculum of to-day calls for music, drawing, elementary science, manual training, gymnastics, cooking.

sewing, etc. Where experts or special teachers are not employed the class teacher must familiarize herself with some or all these various specialties. To teach drawing and music successfully, the teacher must have some knowledge of the fine arts; to teach manual training, sewing or cooking, some knowledge of the crafts; and to teach gymnastics, some knowledge of anatomy, physiology and hygiene. Medical inspection of schools demands of the teachers some knowledge of pathology and of diagnosis. In general, the teacher of to-day,—I mean the ordinary class room teacher,—is almost the sole person untouched by this age of specialization. And doubtless her turn will come next, for in our high schools the work even now has become almost entirely specialized.

I would like, if space permitted, to take up severally all the many features of the modern school and compare the old with the new. Suffice it to say, that the schools of to-day which reflect fully and accurately the dominating ideas and impulses of the times, have been largely imbued with the spirit that actuates the outside business world. The British teachers who are now visiting our schools under the patronage of Mr. Mosely, have almost without exception noticed and commented upon the extent to which we have put into our school curriculum "business" methods of organization and administration.

COMPARISON OF POPULATION AND TOTAL SCHOOL ENROLLMENT
SINCE THE YEAR 1880.

Year.	Whole Population.	Total School Enrollment.	Ratio.
1880	136,400	18,458	7.38
1885	152,998	22,259	6.87
1890	181,130	25,137	7.23
1895	215,807	29,767	7.25
1900	246,070	34,761	7.07
1905	283,289	46,960	6.03
1906	295,150 estimated	48,947 estimated	6.03
1907	303,056 estimated	January 31, 1907.	

In 1905, the year of the last State census, the population of Newark was 283,289. The census was taken in the month of May. In estimating the population a year later the school enrollment 48,947 was multiplied by 6.03, this being the ratio of population to total school enrollment for 1905, the census year. The population of Newark for the year 1906 was thus found to be 295,150. Since eight months have now elapsed since the census month (May), basing an estimate upon the same ratio of increase the population of Newark should now be 303,056.

The following comparison will be found useful:

COMPARISON OF TOTAL ENROLLMENT, AVERAGE ENROLLMENT
AND AVERAGE ATTENDANCE FOR LAST FIVE YEARS.

Year.	Total Enrollment.	Average Enrollment.	Average Attendance.
1902	40,619	32,831	29,764
1903	42,230	33,515	30,692
1904	43,742	35,292	32,484
1905	46,960	37,729	34,747
1906	48,947	39,651	36,862

It will be seen by the foregoing that the total school enrollment has increased in four years from 40,619 to 48,947 or a little more than 2,000 per annum. The average enrollment has increased from 32,831 to 39,651, during the same period; and the average attendance from 29,764 to 36,862 which is a little less in round numbers than 1,800 per annum.

In providing new accommodations from year to year, it is customary to consider the increase in total enrollment in order to provide every child with a seat at all times in the year.

An increase of 2,000 pupils in total school enrollment would call for the building annually of at least two new schools containing twenty-four rooms each.

For the purpose of showing a still closer comparison of the fluctuation in enrollment and attendance from year to year, the following table is given:

COMPARISON OF INCREASE IN ENROLLMENT AND ATTENDANCE
FOR LAST FIVE YEARS.

Year.	Total Enrollment. Increase.	Average Enrollment. Increase.	Average Attendance. Increase.
1902	2,755	671	1,512
1903	1,611	684	981
1904	1,512	1,777	1,792
1905	3,218	2,437	2,263
1906	1,987	1,922	2,115

It will be seen by the foregoing that the largest increase in total enrollment was made in the year 1905. This was the largest increase in any one year, to wit, 3,218.

The increase in average enrollment for this year, 2,437, and the increase in average attendance, 2,263, were the largest heretofore recorded.

These exceptionally large increases were due in both years to the opening of new classes in buildings just completed. Experience shows that the opening of new buildings in any year is followed immediately by a large accession of new pupils.

This does not signify that any children of compulsory school age, 7 to 14, have been previously excluded; it shows that many children four to seven years of age whose parents have previously kept them at home are now sent to school for the first time perhaps owing to better school accommodations or to the closer proximity of a new school building to their homes.

It is worthy of note that the increase in average attendance for the year 1906 was larger even than the increase in total school enrollment. This was due to the high per cent of average attendance maintained throughout the year in all the schools.

The following statement of building operations during the last four years will be found most gratifying.

		Expended for Ground.	Building.	No. of Class Rooms.	Seating Capacity.
1903	Central Avenue	\$7,300.	\$35,700.	12	576
	Charlton Street		36,600.	12	576
	Oliver Street		28,700.	8	384
	Franklin		25,300.	9	432
	Total	\$7,300.	\$126,300.	41	1,968
			\$133,600.		
1904	Washington Street		\$36,100.	8	384
	Lafayette Street		18,500.	6	288
	Sussex Avenue		27,300.	10	480
	Hawkins Street		22,100.	8	384
	Newton Street		25,000.	9	432
	Seventh Avenue		34,300.	12	576
	South 16th Street (new) ..	\$4,800.	43,000.	12	608
	Total	\$4,800.	\$206,300.	65	3,152
			\$211,100.		
1905	Belmont Avenue (new) ..	\$27,100.	\$136,300.	24	1,216
	Avon Avenue (new) ...	8,900.	79,900.	13	656
	Fourteenth Ave. (new) ..	10,000.	83,600.	17	848
	Elliot Street	7,700.	70,100.	12	576
	South Eighth Street ...	4,800.			
	Morton Street	15,900.			
	South Street	3,500.			
	Seventh Avenue	13,000.			
	Hamburg Place	5,900.			
	Burnet Street	11,000.			
	Franklin	5,300.			
	South 16th Street	6,000.			
	Parker Street (new) ..	19,200.			
	Commercial & Manual Training High (new) ..	62,600.			
	High School (Southern section—new)	40,100.			
	Total	\$241,000.	\$369,900.	66	3,296
			\$610,900.		
1906	Franklin	\$5,300.	\$59,800.	7	336
	Burnet Street	25,000.	126,800.	14	672
	Thirteenth Avenue	25,000.	94,900.	11	528
	Avon Place		54,300.	10	480
	Hamburg Place		103,600.	10	480
	South Eighth Street ...		84,800.	10	480
	Abington Avenue		54,900.	8	384
	Camden Street	6,000.			
	Sussex Avenue	9,000.			
	Lafayette Street	12,500.			
	Washington Street	24,300.			

Ridge Street	\$6,000.			
Richelieu Terrace (new)	7,800.			
Webster Street	15,000.			
Peshine Avenue	6,500.			
Bergen Street	9,500.			
Hawthorne Avenue	3,600.			
Alexander Street	800.			
High School (East side—new)	40,000.			
High School (unappropriated)	50,000.			
Total	\$246,300.	\$579,100.	70	3,360
	\$825,400.			

RECAPITULATION.

	Ground	Expended for Buildings	Total	New Class Rooms	New Seatings
1903	\$7,300.	\$126,300.	\$133,600.	41	1,968
1904	4,800.	206,300.	211,100.	65	3,152
1905	241,000.	369,900.	610,900.	66	3,296
1906	246,300.	579,100.	825,400.	70	3,360
Total ...	\$499,400.	\$1,281,600.	\$1,781,000.	242	11,776

GENERAL SUMMARY.

Amount expended for new sites and additional ground	\$499,400.
Amount expended for new buildings or additions to old buildings	\$1,281,600.
High School (unappropriated)	50,000.
Total	\$1,781,000.
New buildings erected	4
No. of additions to old buildings	17
No. of new sites and no. of buildings provided with additional ground	32
No. of new class rooms	242
No. of new seatings	11,776

INCREASE OF SEATING CAPACITY IN FOUR YEARS.

January, 1903 (including court rooms, annexes, etc)	42,610
New seatings provided during past four years	11,776
	54,386

Deduct seatings in court rooms, annexes, etc., which have or will be discontinued	2,109	
Seating capacity upon completion of buildings now in course of erection...		52,277
Enrollment, 1906	48,947	
Probable increase during year	2,000	
		50,947

It will be seen from the foregoing that 21 new buildings (including additions), containing 242 class rooms, were erected during the past four years. These buildings provide additional accommodations for 11,776 pupils.

Four years ago, the total seating capacity was 42,610; add to this 11,776 and we have 54,386 as the nominal seating capacity. But we must deduct 2,109, on account of seats in annexes, court rooms, etc., which will be discontinued when the new buildings are completed. The total seating capacity, therefore, will be 52,277.

The total school enrollment for the year 1906 was 48,947. Add to this number 2,000, to cover the probable increase in pupils by the time all the buildings are completed, and there will be *a seat for every child attending school*. Such being the case, one may naturally expect that half-day classes, now a necessity, will be a thing of the past.

There are two facts, however, that make half-day classes at all times almost a necessity. First, the frequent shifting of population from one center to another, which cannot always be predicted, tends to reduce the enrollment in some schools and to increase it in others, leaving unused seats for a greater or less period. This has been the case in Lawrence Street, Chestnut Street, South Market Street, and in several other schools. Second, the dropping out of pupils in the upper grades, especially in the highest two grades, is the cause of many empty seats. Unlike the practice in many, if not in most cities, it has been our practice for some years to put two grades or classes in one and the same room, in order to utilize these otherwise empty seats. The practice has much, however, to discredit it. As a rule teachers complain

of the extra burden. Pupils do not in all cases get the individual attention that they require. The close approach of demand and supply as regards seating capacity in our schools is most encouraging. I doubt whether any city in the country of the size of Newark, has come closer to realizing the condition usually spoken of as *a seat for every child*. To maintain this equilibrium for some years to come, should be a matter of no great difficulty. Just at present, owing to the large number of new houses that are being erected in our city and the consequent influx of new population, we are subjected to an unusual strain to provide all the children with school accommodations. For some years back, the annual increase of new pupils has been about 2,200. To take care of this number no less than two new buildings of 24 to 30 class rooms each, will be required each year.

Again, besides taking care of the natural increase in school population, it must not be forgotten that provision must be made for pupils who are now taught in court rooms, annexes, or other buildings, in which conditions are unsatisfactory. Rejoice as we may, therefore, that we have practically solved the question of "catching up" with school accommodations, we shall never, if our city continues to grow and prosper, reach the condition when building operations can safely halt. Our proximity to New York combined with other natural advantages for city growth and expansion that cannot be surpassed points to a great future. To keep our city in line with the best in the country, good schools are a prime necessity. The people of Newark are fully convinced of this fact, as may be inferred from their liberal appropriations to the schools.

The following table will be found particularly interesting since it shows in detail where the schools are most crowded and where additional school accommodations are in general most needed at this time:

The foregoing table, if compared with the corresponding table for last year, will show several important changes:

	1905.	1906.
Number of class rooms in—		
Courts, hallways, etc.....	25	23
Rented annexes.....	14	20
Portable buildings.....	10	7
Unsatisfactory buildings....	4	6
Number of children enrolled in—		
Court rooms, etc.....	1,434	1,276
Rented annexes.....	666	782
Portable buildings.....	457	309
Unsatisfactory buildings....	169	241
Half-day classes.....	1,626	1,832
Total number not properly accom- modated	3,713	3,588

At the present time seven school buildings are in course of erection, as follows:

Burnet Street,	new	14 rooms
South Eighth Street, addition	10	"
Thirteenth Avenue	"	15 "
Abington Avenue	"	8 "
Hamburg Place	"	10 "
Avon Avenue	"	10 "
Franklin	"	7 "
		—
Total	74	"

When these buildings are completed, which should be in the course of two or three months—in one or two cases earlier—they will not only relieve the crowded condition of their own districts but will afford relief to other school districts, as follows:

Newton Street District.—By a readjustment of district lines, the classes now on half-day session, can be transferred to Eighteenth Avenue school.

Waverly Avenue District.—The completion of the Avon Avenue building will enable the Board to readjust district lines.

Ann Street District.—When completed, the Hamburg Place building can relieve the overflow from this district.

Lafayette Street District.—The overflow in this district can be accommodated in the addition to the Hamburg Place building when completed.

Upon the completion of the seven buildings named above, provided the changes suggested are carried out, conditions will probably be as follows:

Number of class rooms in—

Courts, hallways, etc.....	17
Rented annexes.....	18
Portable buildings.....	5
Unsatisfactory buildings....	6

Number of children enrolled in—

Court rooms, etc.....	918
Rented annexes.....	702
Portable buildings.....	206
Unsatisfactory buildings....	241
Half-day classes.....	336

Total number not properly accommodated 2,224

By building an addition to the Belmont Avenue school, and by re-arranging school district lines, the half-day classes in both Monmouth Street school and Charlton Street school can be abolished.

By changing district lines, also, the excess of pupils in the Warren Street school can be accommodated in any one of the following schools: Central Avenue school, Bruce Street school, or Thirteenth Avenue school.

One of the court room classes in the South 10th Street school, and one of the court room classes in the Fifteenth Avenue school can be transferred to the Fourteenth Avenue building. These changes can all be effected by a simple readjustment of district lines. By making these changes we shall have a *seat for every child*. It should then be a matter of no great difficulty to provide year by year accommodations for new pupils, while gradually ridding ourselves of old and unsatisfactory buildings.

WHERE ADDITIONAL ACCOMMODATIONS ARE MOST NEEDED.

The additional accommodations most needed at the present time, are as follows:

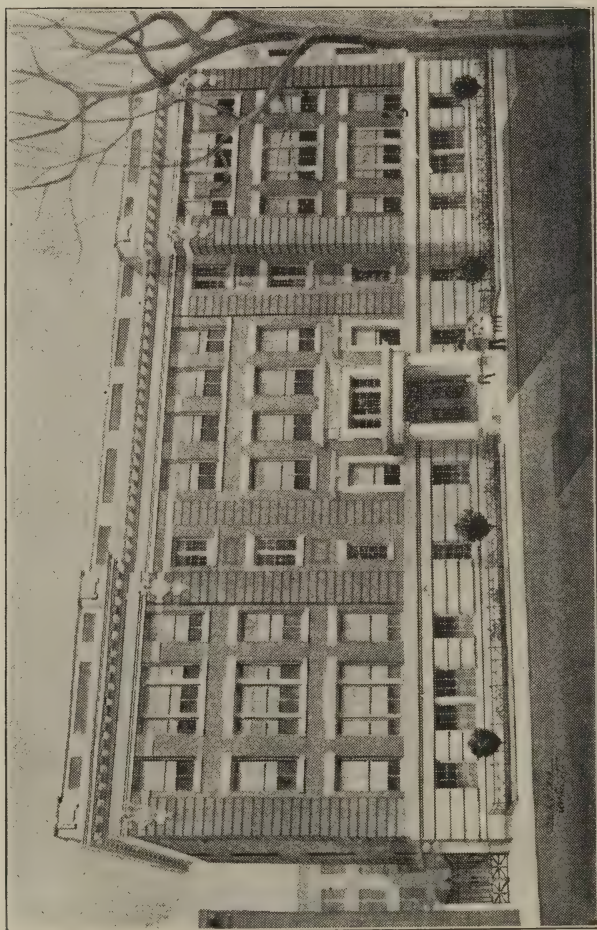
First.—An addition of twenty-one rooms to the Belmont Avenue School.

This school was opened at the beginning of the term, September, 1906, with every one of its twenty-four class rooms nearly filled. Two months later, there were twenty-eight (28) pupils without desks and a waiting list of six (6) pupils. The waiting list has since increased so that it will soon be necessary to put two or more classes upon half time. This outcome was anticipated two years ago when the building was being planned. My recommendation, as you will recall, was for a building of at least thirty (30) rooms. An addition of twenty-one (21) rooms will give relief to other nearby schools, as follows:

Morton Street,
Eighteenth Avenue,
Livingston Street,
Charlton Street,
Newton Street.

Second.—Addition to Bergen Street School of twelve or more rooms.

The completion and opening last September of the Avon Avenue School, 13 class rooms, did not materially affect the



BURNET STREET SCHOOL.



FLOOR PLAN—BURNET STREET SCHOOL.

registration and attendance at the Bergen Street School. This fact is the more remarkable because the Avon Avenue School was filled to overflowing almost from the day of its opening, receiving its pupils almost wholly from what was formerly the Bergen Street district. It now contains four (4) half-day classes. The early completion of the twelve room addition now in course of erection, will do away altogether with half-day classes, and afford, doubtless, sufficient accommodations for the district for some years to come. To enable the Bergen Street School to get any relief, however, it will be necessary to change the district lines and require pupils living south of Clinton Avenue to cross the street car tracks. The growth of population in the immediate vicinity of the Bergen Street School has been so rapid during the last year or two that in all likelihood an addition of twelve to sixteen class rooms will be almost immediately filled; particularly since there are already six classes in the Annex to be provided for.

The present actual conditions in the Bergen Street district are as follows:

Additional pupils to be accommodated—

Bergen Street	(class in	
	court room)	31 pupils
"	" Annex	172 "
Peshine Avenue	(without	
	desks)	8 "

Total: 211 "

By the time an addition can be completed, the number of new pupils in the district who will seek admission will not likely be less than 250 to 300, making a total of upward of 450 to 500 to be accommodated. This number will require at the outset 10 or more class rooms. It is indeed likely that 16 additional class rooms will be needed to accommodate this immediate neighborhood, whatever new building is done in other nearby districts. The amount of open space in the district which is likely to be built up in the course of two or

three years at the present rate of building, will make the school one of the largest in the city. To build less than twelve to sixteen rooms would, in my judgment, be a mistake. The nearest school to the south is the Peshine Avenue School, which is nearly a half mile distant. This school will itself become a large school, quite independent of conditions affecting the Bergen Street School. Within a year or two, after the completion of the proposed Bergen Street addition, a new building will doubtless be needed on the Peshine Avenue site. The proposed extension of the Bergen Street trolley line to the southern end of the city will precipitate a large amount of new building in the vicinity of the school.

Third.—An addition of ten to twelve rooms to the Hawthorne Avenue School.

The Hawthorne Avenue School is distant from all other schools, and accommodates a large territory comprising the south-west corner of the city. This territory lies between Clinton Avenue on the north, the Irvington line on the west, the Elizabeth line on the south, and Osborne Terrace on the east. Clinton Avenue with its car tracks is the natural dividing line between the Hawthorne Avenue School and the South 16th Street School. There is no natural division between the Bergen Street School and the Hawthorne Avenue School; it can be made as flexible as school conditions at any time may warrant. This district has increased in population considerably during the past year. Conditions seem to point to a more rapid development in the near future. A twelve room addition would not be filled perhaps for two or three years; it would be unwise however, to build an addition much smaller. The request by patrons of the school that it be made a grammar school should be answered as heretofore in the case of all other small schools, to wit: any primary school may become a grammar school when it has grammar pupils enough to justify it. This school and the neighboring South 16th Street School should both be made grammar schools by adding, from time to time, an ad-

vanced grade when the number of pupils warrant the formation of a new class.

Fourth.—Vailsburgh section requires a new school building at Richelieu Terrace.

The Alexander Street School is full to overflowing. One portable building is being used, and another will soon be necessary. This section of the city deserves a new, modern, up-to-date school building. It should contain at least twelve rooms.

OTHER NEEDED ACCOMMODATIONS.

Other needed accommodations to be built as soon as practicable are as follows:

1. Morton Street building should be enlarged.

The old part of the Morton Street School should be torn down and a suitable building erected in its place. This improvement has been recommended before. The only objection heretofore has been that a part of the school would have to be closed during the erection of a new building. This objection can best be met by first enlarging the Belmont Avenue School. Several, if not all, of the Morton Street classes could temporarily be accommodated here. The new addition should provide room for all the manual training and industrial features of our school system—for night pupils as well as for day pupils. The new building should provide also a suitable gymnasium and auditorium; and if possible a roof playground.

There is no section of the city that would better appreciate these additional advantages.

2. Eighteenth Avenue building should be enlarged and remodeled; and the Livingston Street School abandoned.

I have hesitated about recommending the enlargement of the Eighteenth Avenue School for two reasons: 1st, the old building is entirely unfit for a modern school; 2nd, it seemed undesirable to sacrifice any part of the present

school play grounds. To meet the last objection, the Livingston Street School site should be bought and the annex building on it demolished. It is not a suitable building for a school. I have gone over the situation in this district again and again, but fail to find any practicable solution other than that above recommended, or the erection of a new building, say, near the intersection of Belmont Avenue and Clinton Avenue.

3. *Waverly Avenue School should be enlarged, with purchase of additional ground.*

This school should be made a grammar school. The district is well able to support one. The basement class rooms are wholly unfit to be used. When this building was erected, it was sunk into the side of a hill, so that whenever it rains the yard gets a flow of water toward the building. The basement is damp at all times. The adjacent land north of the school should be purchased and used for a playground.

4. *Warren Street School should be enlarged, and the Wickliffe Street School abolished.*

The latter school is housed in a building more than a half century old, and is quite unfit at this time to be used. The attention of the Board has been called to the fact that this building is a menace to health. The ground plot for these two adjoining school buildings is spacious enough for a modern and thoroughly up-to-date building, with all the latest and best equipment.

5. *Walnut Street School should be replaced by a new building.*

As in the case of the Elliot Street and Burnet Street buildings, this should be an independent building, planned and constructed with a view to tearing down as soon as practicable the present unsuitable building. Such an enlargement of the Walnut Street School will relieve the Lafayette Street School, its nearest neighbor, until such time as the older part of the latter school building can be

torn down and replaced by a new building erected on modern lines of school house architecture.

6. *Charlton Street School building should be enlarged.*

Before this is done, however, additional ground will need to be bought. There is no other school in the city that needs relief more than this school. There are upward of 250 pupils now attending this school in excess of its capacity. I have recommended that present relief be had, as in the case of Morton Street School, through building an addition to the Belmont Avenue school, which can be done without closing any classes during the time of its erection. Relief can also be secured by the erection of a new building nearer Clinton Avenue. I feel certain, however, that it is only a matter of a few years when this school will need to be enlarged on its own account, because of the large number of apartment houses and flats now going up in the immediate neighborhood. The five schools along the crest of the hill, to wit, the Thirteenth Avenue, Newton Street, Morton Street, Belmont Avenue, Eighteenth Avenue, and Charlton Street schools will always be among the largest in the city. Population in this quarter of the city is yearly becoming more and more dense. No additional ground suitable for a school can be secured except at a very high cost. The schools are now close together. Increasing their size to forty or fifty rooms wherever possible seems to be the only practicable plan. Frequent changes of district lines will need to be resorted to until all of these schools have reached their maximum capacity.

7. *Ridge Street School building should give place to a new modern twelve-room building.*

The northern end of the Forest Hill section of the city requires a new building as soon as practicable. The distance to the Elliot Street School is too great for very young children.

8. *Burnet Street should be completed.*

This school should be completed as soon as possible. The reasons for this were given quite fully in my last year's report. These reasons still remain good. I trust the Board will find it practicable to complete this building at an early date.

9. *More land should be secured for each of the following schools: Newton Street, South 10th Street, North 7th Street, South Market Street, Washington Street, Webster Street, Franklin, Hamburg Place, Hawthorne Avenue, and Walnut Street, with a view to larger playgrounds and possible building needs in the near future.*

I am aware, of course, that not all the foregoing recommendations can be realized in one year. The order in which they should be taken up will depend largely upon conditions that are changing not only from year to year, but from month to month almost, so rapid is the erection of new houses going on in various sections of the city. At this time the congestion seems to be greatest in the district of which the Belmont Avenue School is the centre. The enlargement of this school was therefore recommended first. Next in importance, it seems to me, is the situation in the Bergen Street district. Next in order, the Hawthorne Avenue situation seems to demand immediate action.

Beyond this, for the present year, at least, it is difficult to state what school or what district is most in need of immediate action. Several districts seem to me to have claims of about equal merit. Fortunately we have pretty nearly reached a time throughout the entire city when the supply of school accommodations equals the immediate demand. Few large cities can make as good a showing as Newark.

Thus, for instance, New York City is said to have upwards of 80,000 pupils—nearly twice as many pupils as are enrolled in the schools of Newark—in half-day classes.

Paterson has several thousand pupils in half-day classes, nearly one-fourth of the whole number of pupils enrolled.

Jersey City has been erecting large school buildings quite rapidly for the last ten years and is now quite closely approaching our favorable conditions as to supply and demand. The enormous growth of population in the metropolitan district has created school conditions that each community has tried heroically to solve. Along with this rapid growth, in elementary school attendance, each of the cities named has had to struggle with an increasing demand for more adequate high school accommodations.

New York City has erected, recently, several large high school buildings that in size, beauty, convenience, and technical features excel any to be found elsewhere in the world.

Jersey City has just completed, at a cost of about \$500,000, a model high school building, the best in the state of New Jersey. Paterson has adopted plans for a new high school building to cost not less than \$400,000. New York has provided quite generously for special and technical education.

The New York (Manhattan) High School of Commerce is one of the model schools of its kind in the world, costing approximately \$1,000,000. Brooklyn also has a new commercial high school, costing pretty nearly the same amount.

Numerous high schools are being erected in all the boroughs of New York—literary high schools, commercial high schools, and manual training high schools.

For many years New York suffered reproach for not having made adequate provision for high school education. It has been one of the chief aims of the New York board of education for the last ten years to remove this reproach. In their efforts they have received the most unanimous support of all classes of citizens, of the newspaper press, and of all civic organizations. The high schools of New York are fast becoming the chief glory of its educational system. Slow to see the necessity, like all late converts to new ideas, New York has become, if possible, over-zealous in its haste to strengthen its school system by affording the best opportunities for general and technical training to be found anywhere in the world. The schools of New York are visited

today by more specialists in education than are the schools of any other city in the world.

Newark, as a part of the great metropolitan district, can ill afford to suffer the reproach of having been blind to her educational future. Our provisions for elementary schools have been generous, and the reputation of our elementary schools in New York and elsewhere is such as to afford gratification. Our one high school, good as it is as a literary high school, does not meet the wants of our whole community. Under these circumstances, therefore, I feel justified in recommending to the Board that a *beginning be made at once* to erect a commercial and manual training high school.

NEW SCHOOL SITES.

The practice begun a year or more ago of purchasing school sites in advance of their actual need, cannot be too highly commended. The Board was able to secure in several instances at a low cost land which in a few years would have been improved by buildings and rendered unavailable for school use.

Ordinarily it should be possible to locate a school several years in advance of its actual need. Thus anyone at all familiar with the conditions in the Clinton Hill section cannot fail to see that in a few years a school will need to be built between the Avon Avenue school and the South 16th Street school, say, in the vicinity of 10th Street and Madison (or Avon) Avenue. A plot of ground consisting of twenty-four to thirty city lots could be acquired at this time in a good location, and at a reasonable figure.

It would be well also to consider the purchase of a school site in the Weequahic Park tract. A site midway between the Peshine Avenue school and the Elizabeth city line, and as far west as Hunterdon or Bergen Street would doubtless meet the wants of this section a few years hence when most likely a school will be needed in that general locality.

The Prospect Avenue school is too near the Elizabeth line

to be central to any considerable number of children, and should be discontinued as soon as practicable.

Between the Abington Avenue school and the North Seventh Street school there will be a demand in the near future for another school. It might be wise economy to secure a site here at the earliest possible date.

There is a large district in the First and Eighth Wards lying east of Belleville Avenue and extending to the Passaic River that is without a school. At the present time there is vacant land well located for a school that can be acquired by the Board at a fair price.

Again, it cannot be long before a school will be needed south of Clinton Avenue, and about midway between the Elizabeth Avenue and the Bergen Street schools, say, in the vicinity of Ridgewood Avenue and Bigelow Street. It is but reasonable to expect that this most convenient and attractive location for homes will soon be built up.

In securing a plot of ground for a school site, not less than twenty-four lots, and preferably not less than thirty lots should be purchased. A plot of this size will give a small playground for both boys and girls. Such open spaces will become more and more valuable each year, as the city increases in population and becomes more thickly settled.

COMMERCIAL AND MANUAL TRAINING HIGH SCHOOL.

The enforced delay in erecting the proposed building for a commercial and manual training high school is to be regretted. The members of the Committee on School Houses unfortunately could not agree early in the year upon the best plans for such a building. When toward the end of the year the Committee were able to come to an agreement the time remaining was too short to enable the architect to complete his plans and to present them to the Board for adoption. The architect, Mr. Nathan Myers, and the engineers, Messrs. Runyon and Carey, have done their best since they were appointed, to prepare for the Board, at an early date, plans and specifications of a building that will be one of the

best of its kind in the whole country. In order not to sacrifice any desirable features and still come within the fixed limit of cost, i. e., not to exceed the sum of \$400,000, the Committee instructed the architect to plan a building without shops; but this with a view to adding the shops later whenever it should become necessary. It was believed that certain parts of the main building not likely to be occupied for the first year or two—at least not until the membership of the school should exceed, say, 600 or more pupils—could be fitted up and used temporarily as shops. By leaving out a few partitions, which could be easily put in at any time, the main building would suffice for a year or two for both shops and class rooms.

At the time of making this report, the designs and specifications are being completed for estimating, and if the building be built according to the same it will be the finest monument of its kind in the State. The exterior is designed in the late Collegiate English Gothic, the inception being the well known groups of buildings at Oxford and Cambridge, with granite base course, steps and terrace walls, and the upper structure a continuing combination of red brick and light gray terra cotta. The building is in the form of an H, the open courts adding greatly to the architectural effect and better light.

The building will contain four stairways to the top story and two additional to the first floor for extra balcony service. Its corridors will be broad and light. The vestibule and entrance foyer will be architecturally well treated.

The assembly hall will contain an auditorium and a balcony with a total seating capacity of 1474. There will be eighteen doors to the corridor and ten additional to the exterior from the auditorium floor and a like number from the balcony, and it is so planned that the audience in leaving the building through the emergency exits are diverted in opposite directions. An organ loft will be provided adjoining the stage.

The gymnasium will be 93'x50' without a column or other obstruction and will have a running track properly banked for high speed at the turns, and on it 27.92 laps will make a mile. Being located under the large New Street court and having a glass vaulted roof together with other windows, it will be properly lighted. Adjoining the gymnasium there will be boys' and girls' locker rooms toilet and baths, but so planned that their connection to the gymnasium are distant from one another.

On the ground floor will be the suite of the department of commerce, consisting of a business practice room 35'x20' and a stenography and typewriting room 23'x61'.

On the first floor there will be a domestic science suite consisting of two kitchens each about 35'x40', two pantries and dining room, so planned that the latter may be served from either pantry. This floor will also contain a designing and domestic art room 23'x56', a sewing and dress-making room 35'x36' and administration suite of principal's and business office.

The second floor contains a modelling room, library, freehand drawing room and a physics suite consisting of an elementary laboratory 35'x62' and advanced laboratory 23'x33' store room and preparation room and lecture room seating about one hundred and sixty on elevated platforms.

The third floor will contain a chemistry suite similar in plan to the physics suite below and with a balance room and sulphide room. There will also be a biological laboratory, freehand drawing room 23'x42', music room 34'x42'.

Distributed about the building there will be fourteen general class rooms, six head of department rooms.

Temporary space devoted for manual training subjects are as follows:

Mill and stock room 23'x23', forge shop 23'x64', machine shop 23'x64', wood turning shop 23'x64', wood joinery shop 23'x48', wood finishing shop 23'x32', and numerous shops, lavatories and mechanical drawing rooms 23'x64'. When

these manual training departments are provided for elsewhere, the space will provide six additional class rooms, and three large class study rooms.

The boiler, fan, pump, engine and coal rooms have been amply provided for in the basement and cellar stories.

PURPOSE OF A COMMERCIAL AND MANUAL TRAINING HIGH SCHOOL.

In my report of a year ago was presented a quite extended statement of the purpose and aims of a commercial and manual training high school. It will scarcely be necessary, therefore, that I should again present this matter for your consideration.

Briefly stated, however, the commercial and manual training high school is intended to take over the two departments,—namely, the commercial department and the manual training department—already organized, and for some years maintained as separate courses in our present high school. When the need of additional high school accommodations made it imperative upon the Board to consider the erection of another building, it was the unanimous opinion of the Board that the time was ripe to put the technical and literary departments in separate buildings. With this in view, the Board purchased, two years ago, a central site on High Street at the corner of New Street, and took steps to secure plans suitable for the double purpose of a commercial and of a manual training school.

With the completion of this proposed new building, about 400 pupils now enrolled in the commercial department, and about 200 students now enrolled in the manual training department of our present high school will be removed, thereby reducing the overcrowding in the present high school and leaving some latitude for its future growth. The number of pupils to be transferred to the new school with new accessions from outside will be sufficient in number to organize an independent school that can be maintained economically from the very start.

The benefits to be secured by a separation of the commercial and manual training departments from the literary department were fully discussed last year—and the year before—and need not now be repeated. That such separation is desirable cannot be denied; it is emphatically stated by Principal Stearns, of the High School, in his accompanying report.

NEED OF A COMMERCIAL AND MANUAL TRAINING HIGH SCHOOL.

The need of an institution such as is contemplated cannot well be over-estimated. It has been affirmed by the unanimous action of two Boards of Education, that of 1905 and that of 1906, after the most careful investigation and deliberate study of the educational conditions that exist here and elsewhere. Statistics were collected showing that Newark is behind other cities of the country in the provisions already made for high school education, and particularly in respect to provisions made for commercial, technical, and industrial training of pupils beyond the grammar school age; thus, for instance, it was shown that Newark is the only city of the twenty largest in population which has only one high school; also, that our present high school, inconveniently located as it is, is one of the four or five largest high schools in the United States—excepting only four or five in the city of New York—and that any number of pupils over 1,000 is considered by the best authorities as too large a number for the most efficient training.

It was shown, also, that nearly every city of the population of Newark either has made already, or is now making, provision for commercial and technical training, and that the preference runs unmistakably toward separate schools. It was shown that New York has several high schools devoted specially to training for commercial and industrial pursuits; that Philadelphia has three manual training high schools and one commercial high school; that Boston has a manual training high school and is about to build a commercial high

school; that smaller cities, as Kansas City, Indianapolis, Providence, Springfield, and New Haven all have organized separate manual training high schools, in addition to the usual literary high schools, such as our own. Throughout the country, the cry has evidently gone up from the people that our present commercial and industrial conditions call for a more distinctly specialized and immediately practical training than that hitherto given. It was shown, moreover, that wherever these specialized high schools have been established they are exceedingly popular and successful. Thus, Providence with three literary high schools and one manual training high school, has been compelled to erect a larger building for the latter; that Philadelphia, which has just completed a splendid new manual training high school—this school was visited by a special committee of our Board a year ago—was compelled, within a few weeks after its erection, to transfer a part of its pupils to a rented annex—this, although Philadelphia was one of the first cities to establish a manual training high school, and had, at the time the new school was built, two other manual training high schools that were well filled. The knowledge of these facts—which are cited from a great many similar instances—convinced the Board of Education of 1906 of the wisdom and necessity for supplying our own city with similar educational facilities.

It may be stated, furthermore, that the Newark Board of Trade, always alert to the needs of the city, has considered the question of establishing here a school more in touch with the city's commercial and industrial requirements. At two well-attended meetings of the Board of Trade last year, resolutions were adopted commending in most unqualified terms the efforts of the Board of Education to secure a high school of the kind mentioned above, and pledging its sympathy and aid. So universal and so unanimous in fact has been the expression of opinion by the people of our city, and particularly by those best qualified to speak with authority on educational matters, that it seems almost like carrying coals

to Newcastle to discuss the subject further. I might add, however, that a letter just received from Superintendent F. B. Dyer, of Cincinnati, states that the Cincinnati Board of Education has appropriated a million dollars to erect two manual training high schools (\$500,000 each) to meet the demand of the people of that city. The action of the Cincinnati Board will appear still more unprecedented when it is understood that Cincinnati already possesses three excellent high schools of the usual literary type; and besides the University of Cincinnati, which gives engineering and other technical courses, and the Ohio Mechanics Institute, one of the oldest and best institutions of its kind in the country, which gives a large number and variety of technical and industrial courses. The experience of Cincinnati illustrates the well known truism that "light begets light"; that the "more we have the more we want" of anything that satisfies a real and substantial need in a community.

THE WASTED YEARS.

It seems remarkable in this era of economy and invention, when the "wisest and the best" in every community are looking about to discover means whereby through more complete organization, and more careful and efficient administration, money can be saved in the processes of production and distribution, that the maturing minds of our boys and girls from 14 to 16—or from 14 to 18—years of age are so generally neglected. Can there be more senseless folly, or greater criminal neglect, if this be true? At the age of 14 to 14½ years, if there has been no delay due to protracted illness or other cause, the boy or girl, of average intellect, has completed the eight years' course prescribed for our elementary schools. Our State law requires that provision should be made for the education of children until the age of 18, although school attendance after the age of 14 years is not compulsory by law. Such being the case, what provisions have been made in our city for the education of pupils after they have completed the grammar school course? True, we have provided a high school—one high school—which gives

the boy or girl who desires it, or whose parents desire it, an opportunity to continue his literary training. Yes, we have gone still further and have provided commercial and manual training courses in this high school. Why is it, then, that more boys and girls do not avail themselves of these advantages? In a word, it is because these courses, literary, commercial and manual training, are not what a large number—perhaps the majority of boys and girls—or their parents—feel they want.

The literary course in our high school is excellent—but many boys and girls have already become tired of literary studies in the grammar school. And the commercial course, such as it is—I regret to say it—is not what it ought to be; it is not practical enough—perhaps I ought to say it is not *attractive* enough—since it does not appeal to boys and girls as giving them what they immediately need. Our best boys and girls rush by scores, yes, by hundreds, to the business schools—“colleges,” they are sometimes improperly called—to try to get in a few months what for many reasons can only be acquired after a more thorough preparatory training. The fact is that our commercial high school course is not what it should be and cannot be made such under existing conditions; it needs more space in which to develop and a larger and stronger corps of instructors.

Complaints that our boys and girls are crude, immature, uneducated, unfit to begin a business career, are fully justified and will continue to be made so long as youth of the age of 14 or 15 years are encouraged to leave school and attempt what through their immaturity and consequent lack of thoroughness they are not qualified to perform.

As to the manual training provisions in our high school, the conditions and limitations of our present building are such that the thorough and complete training, such as the times demand, is out of the question. To speak more particularly, our high school lacks shops, laboratories, equipment, etc., to do well all that the best technical high school

training demands. In saying this, I do not wish to reflect unfavorably upon the intelligence, skill, or devotion of the teachers in the high school, who are doing, or attempting to do, this work. They are doing, for the most part, the best that can be done under the circumstances, and they are doing a great deal of good. What I mean to be understood as saying is this, that if the conditions were such as they should be—and what they will be if a school such as is proposed is ever erected—scores, yes, hundreds of boys and girls to whom the instruction does not now appeal, will be actuated to enroll and to remain in the high school until its course is completed.

But what becomes of the numerous boys and girls who do not go to a school of any kind after leaving the grammar school? They cannot begin immediately to fit themselves for an industrial career because they are too young and immature to become apprentices in most trades and crafts. Again, if their age were no bar, they could not enter an apprenticeship, because the number of authorized apprentices, in most trades, is limited. Less than *two* per cent., it is officially stated, of those who have the age qualification can be received under the existing rules of the labor unions.

Barred, therefore, at this immature age from schools that might afford them the desired training, and barred from apprenticing in any of the skilled trades, there is nothing left for them to do but to enter the ranks of unskilled labor—usually the most menial kind and already overcrowded—or to waste the two to four most educable years of their lives in waiting for something to do. As unskilled laborers their competition with adult labor is felt where the wrong is keenest, because it is where the wages are lowest and living most precarious. For the good of the state as well as of the individual, they should not be forced into the field of competitive labor so early in life; they should be required to go to school and to fit themselves better to do whatever their minds, and particularly their hands, may find to do when two

to four years later they come to take up the man's burden or the woman's burden in the work of the world. There are many, it is true, whose condition in life will always compel them to become "hewers of wood and carriers of water" at an early age; but the public welfare demands that the number should be kept as small as possible. This age of fierce competition, local, state, and national—yes, international—demands that, in order to retain the degree of prosperity that we have hitherto enjoyed as individuals, and as a state and nation, our youth should be trained to the highest possible efficiency. As President Roosevelt has said so tersely in his last message to Congress, "What we have now most to fear as a nation is not the influx of pauper labor from abroad, but the influx of educated labor trained to the highest industrial efficiency."

Again I urge that it is our duty to see to it that the hitherto wasted years from 14 to 18 of so many of our Newark youth are redeemed, or made hereafter impossible, by a wise provision for their suitable training in a school or schools intended, from the start, for those whose hands as well as heads are to be consecrated to the world's service.

NORMAL AND TRAINING SCHOOL.

The past year has witnessed no great change in either the organization or the management of the normal and training school. The adoption of a resolution admitting to the normal and training school without examination graduates of approved high schools having a four years' course equivalent to that pursued in the Newark high school, had the effect of increasing largely the number of pupils entering September last. Twenty-six pupils were thus admitted on certificates from outside high schools. That the plan of admitting without examination graduates from other first class high schools is the proper one cannot be doubted. I am disposed to think that it would be a wise measure to exempt from the payment of tuition all who will engage upon entering the normal and training school to teach in the

Newark schools for two years after graduation. Such is the State policy; it is in consideration of such an agreement that tuition at the State normal school is free. The same reasoning that justifies the State in giving free tuition would justify the city. It is not likely that the State normal school, or schools, will be able for some years to supply us with more than half to two-thirds of the number of teachers that our growing needs will require.

Up to the present time, we have been able to get a supply of teachers from other states; but the difficulty of getting first-class teachers when wanted is constantly increasing. The small amount of money likely to be received through tuition would be more than offset by having a larger home supply from which to draw as wanted.

The near prospect of having a State normal school in our vicinity is a cause for congratulation. That this school will add largely to our home supply is most unlikely. Other cities and towns in the State will make their demands upon this new institution. The advanced salaries paid teachers in Jersey City, Hoboken, Paterson, Montclair, East Orange, and several other competing cities at this end of the State will attract their proportion of the supply. At the present time these and other cities and towns of northern New Jersey are compelled to look for a supply to New York State and to other states. With the gradual failure of the outside supply, as seems not unlikely, greater demands will soon be made upon the supply from New Jersey schools for the training of teachers.

NEW BUILDING FOR THE NORMAL AND TRAINING SCHOOL

The time has come, I believe, when the Board ought to consider the need of a new building for the normal and training school. The inadequate accommodations afforded by the old high school building, which is now used for a normal and training school, make it imperative that a new and suitable building for the special work of training teachers should soon be erected. This building should be

located, if possible, near the centre of the city, say, in the vicinity of the site now occupied by the Newark Academy. This last named school will be removed in the course of a year or so to its new site on Orange Street. It may be well to consider the purchase of the present Newark Academy site for a normal school site. The building now occupied by the Newark Academy would serve very well for a normal school until the city, having completed its new commercial and manual training high school, could take up the question of erecting a new and suitable normal school building. There are still other suitable sites in the central part of the city that are available at this time, but which may not be available a year or two later. One advantage to be gained by locating a normal and training school on, or near, the Newark Academy site would be that its practice and model department would afford a convenient elementary school for pupils living in the immediate vicinity who now are required to go quite a little distance to attend an elementary school. Although such a school would not likely be large enough to furnish all the practice classes required for a large normal school, still the proximity of several of the largest schools in the city as Thirteenth Avenue school, Newton Street school, Morton Street school, Washington Street school, and Monmouth Street school would render all these available for practice school work under suitable provisions. The need of a new normal and training school building is well set forth by Principal Willis in his accompanying report. The present normal and training school building has, besides a small auditorium and a few classrooms of small size, practically no other conveniences for a professional training school. A school of the kind to do this work most successfully should be equipped with physical and chemical laboratories, kitchens and work shops, gymnasium, lecture rooms, lavatories, equipment, etc. Such provisions are usually made in a professional school for the training of teachers. Compared with the facilities for professional training that are contemplated for the new State

normal school at Montclair Heights our meager facilities will make a sorry show. Had the State normal school been located in the City of Newark, it would not perhaps be necessary to maintain a separate local school. Such, however, is the distance from the greater part of the city of Newark to the new State normal school that it will not be readily accessible to the majority of the residents of this city. Again, our city is already quite large enough to supply a sufficient number of pupils to sustain a good sized normal school without any outside patronage; and our city will be growing larger every year. It would be poor policy, therefore, to let go our present means for a supply of teachers by giving up our local school. The disadvantages under which the State normal school will necessarily labor to find suitable practice teaching for its pupils will not be ours; for we shall always be able to command schools and classes enough of all grades for demonstration and practice work of every kind. Two things are recommended, therefore, for your early consideration; 1st, the remission of all tuition fees, for those matriculants who will agree to teach in the Newark schools two years at least after graduation; and, 2nd, the early selection of a suitable site for a new normal school building.

THE HIGH SCHOOL

The high school has enjoyed a year of continued progress, but under conditions that were far from favorable, owing to the large size of the school and the necessity of accommodating a part of the school in a rented annex.

Built to accommodate not to exceed 1,300 pupils it has been compelled to provide accommodations for an average enrollment of upwards of 1,500. To avoid half-day classes, the building of the Newark Technical School has been rented and utilized.

This building was not constructed for a day school, and is in many respects unsatisfactory for high school work. By

request of the principal and trustees of the Newark Technical School, only girls' classes have been sent to the annex. The isolation of these pupils from other pupils of the high school is undesirable. They fail thereby to come into daily contact with the upper classes and do not benefit by the stronger *esprit de corps* of the main body of the school. The principal of the high school has noticed that many pupils on entering the high school select courses with a view to avoid being assigned to the annex—that is, in order to escape the isolation of the annex and to secure the larger benefits of the main school.

The most noticeable fact in connection with the high school is its failure to increase in numbers proportionately with the growth of the city. This failure is not due, I am sure, to a dislike for the school or to lack of confidence in its efficiency. On the contrary, the high school was never more popular than it is now; nor was it ever held in greater affection and esteem by its graduates and by the people in general. True, its location apart from the most populous section of the city—which has grown chiefly southward and westward—has had much to do with its failure to increase more rapidly in numbers; but its failure to increase in numbers more rapidly has been due chiefly, in my opinion, to the fact that a great many pupils who might otherwise attend and complete a high school course want another kind of high school training, that is, a commercial or technical training, such as the present high school does not afford. That this view is the right one is attested by Principal Stearns, whose interesting report, which deals with this question, will be found upon another page. Whereas one might naturally expect Principal Stearns, because of his classical training and known preference for classical studies to underestimate the need for technical and commercial training, on the contrary there has been no stronger nor more consistent advocate than he for the immediate establishment of another and different kind of high school. Neither the satisfaction of having one of the four or five largest high schools in the United States

outside New York City, nor personal pride in being the one and only high school principal in the city—with all the influence and prestige which such preeminence carries—has biased his professional judgment. He is quite willing, indeed earnestly solicitous, to see his own school reduced to one thousand pupils, or even a smaller number temporarily, in order that those pupils who will be benefited more by technical training than by literary training, may get what they need.

GYMNASIUM FOR THE HIGH SCHOOL.

The need of a gymnasium for the high school is so patent that no argument is needed to support it. Required to cut down the cost to a minimum, the architect for the present high school made no provision for a gymnasium other than a small unoccupied space in the basement. This space, such as it is, has been utilized for a girls' gymnasium. Its contracted dimensions and low ceiling render it suitable only for certain kinds of gymnastic work and for a small number of pupils at a time. The boys of the high school have no gymnasium, and no gymnastic work. The result is what might be expected, namely, a common lack among the boys of well knit and properly developed bodies, and of vigorous athletic poise and carriage. Bearing in mind the importance at the age of adolescence, particularly among school boys, of systematic physical training, this condition is certainly much to be deplored. That the Board is fully awake to its responsibility in this matter is shown by the request now made to the Board of School Estimate for an appropriation of \$50,000 to build at once a suitable gymnasium. Fortunately the high school site is large enough for another building. This building should be of sufficient size to be used as an armory for military drill as well as for a gymnasium. Although military drill is less needed than general physical training, its incorporation into the curriculum is desirable; and this not for the training of *soldiers*, but for the training of *men* to the

habit of military command, military obedience, and military cooperation.

I sincerely hope that the time is not far distant when the physical proficiency (and efficiency) of the pupils of the high school will be as thoroughly provided for and looked after as is now their intellectual proficiency. The statistical data relating to the high school will be found elsewhere in this report.

UNGRADED SCHOOLS.

The value to the system as a whole of maintaining ungraded schools for truant and incorrigible pupils is no longer questioned; it not only serves as a means of educating a large number of pupils who need special consideration, but it saves the schools from the harm that comes from the association of good children with the bad. When, however, we adopt as a policy the segregation of the bad children from the good and thereby deprive them of the contagion of good example, it is incumbent upon us to make the new environment as good at least as that from which they were taken.

The two schools which are now used for ungraded classes are unfitted in every way for such a purpose. Both schools are located in thickly settled parts of the city, without adequate grounds for exercise or play. In the case of the Commerce Street school the surroundings are about the worst in the city, considered from a moral as well as from a sanitary standpoint. Owing to their proximity to the Centre Market, the temptation to mischief is great, especially for those boys who are allowed by their parents to loiter about the market before or after school hours. It is not impossible, also, in this locality for pupils to witness forms of vice from which they should be saved if possible.

The Academy Street Ungraded school has no yard whatever. Boys are required, therefore, to spend more or less time on the streets and about the building. It will be seen,

therefore, that the inducements to truancy, if not to worse habits, are numerous and great.

In former reports, I have urged the necessity of securing several desirable sites for ungraded schools and of erecting suitable buildings thereon. The location of these schools should be as follows: one in the north end of the city, another in the south end; a third on the hill midway north and south; and still another east of N. J. Railroad avenue. Care should be taken to secure in each case a large sized plot of ground so that boys may have an abundant amount of outside exercise and sport. The buildings should be four room buildings, having two class rooms, a shop, and an inside gymnasium for cold and inclement weather. In these schools much attention should be given to manual training and industrial branches. It should be an aim in a school of this kind not only to inculcate principles of upright manhood, but to secure it through making the pupils self-respecting and self-supporting. I am not sure which of the two, self-respect or self-support, is the more important; self-support breeds self-respect, the opposite destroys it. The power of self-support is requisite in most cases to a proper self-respect. In any case, the boys in an ungraded school, whose native character and surroundings have brought about their isolation from their associates and playfellows, should have as good a chance in life as possible.

That the most effective method for reforming truants and incorrigibles is through a properly managed and equipped manual training school is quite generally accepted. It is not creditable to the city of Newark that our truant and incorrigible youth should be longer housed in the buildings now provided for their use.

SUMMER SCHOOLS.

The summer schools continued under the management and supervision of Mr. Morris Bamberger, principal of the Bergen Street school. The work of the term was carefully laid out by Mr. Bamberger, who held several meetings with

principals and teachers before the opening of the summer schools.

Unlike the summer schools in most other cities, ours are organized and conducted in much the same manner as the regular term schools, that is, pupils are registered before the term begins, attendance is kept in exactly the same manner, punctuality is noted, and, in general, the same rules apply. The chief difference lies in the fact that attendance is not compulsory; that the schools are open a half day only,—from 8:30 to 11:30 a. m.; and that the work of the schools is less literary and more manual. In order to secure the state appropriation, we are required to teach the three R's; but this is done less by formal lessons and more in connection with manual and nature studies. Thus, for instance, spelling and composition are taught almost wholly in connection with nature studies, and reading. Occasional lessons of a formal kind are given in penmanship; but even these exercises are made, so far as possible, fresh and unlike those required in the regular term schools.

I believe it to be quite possible to lay out a course of study in all branches that shall be fresh and interesting, although dealing with the same subjects and aiming at the same results that are sought in the full time regular term schools.

It is most important that the work of the summer schools should not result in indifference and *ennui* on the part of those who attend; better have no schools at all in the summer time than schools which take off the edge of pleasure, thereby unfitting pupils for taking up their studies in the fall. Nor should the work of the summer schools be so exacting as to affect unfavorably the health and general physical condition of the children who attend. Freshness, buoyancy, and novelty should characterize all the teaching all the time. If children begin to lag in interest, it is a sure sign that something is wrong. It would be better to close the class under such conditions than try to maintain it. That we have been remarkably successful in keeping up the in-

terest of pupils in the summer schools is shown by the following figures of enrollment, and attendance:

	1905	1906	Increase
Whole number enrolled.....	8,548	9,516	968
Average enrollment.....	6,170	6,345	175
Average daily attendance....	5,168	5,495	327
Per cent. of daily attendance	83.7	86.6	2.9

Attention is called to the remarkably high per cent. of attendance, to wit, 86.6. This approximates closely the per cent. of attendance in the regular term schools, which are compulsory.

It proves conclusively that pupils like to attend school provided the school is made sufficiently attractive. It is a compliment to our teachers that such a result is attained without the aid of any compulsory features and against the many solicitations of the summer months to play truant or to withdraw from school altogether. I doubt very much whether any other city in the country can make a better showing in its summer schools; but it must not be forgotten that summer schools have been a part of our educational system for a period of twenty-two years, so that our people look upon them as useful and worthy of patronage.

The principal change introduced was that of assigning to the several grades teachers qualified by special preparation to do all the work required in the grade.

Heretofore, special branches as sewing, sloyd work, Venetian iron work, etc., were taught by special teachers; this year each teacher did, with some few exceptions, all the work of the grade. We are fortunate in having in our corps a large number of teachers qualified to do well several kinds of work, regular and special.

Another season, I am going to suggest to the Board that in every school at least one ungraded class be formed for the sole purpose of assisting pupils who have failed, for any reason, to secure their regular June promotions. These classes should be small so that the teacher employed, who

should in all cases be one of the best, may give each pupil a great deal of individual attention. I am of the opinion that such classes will be found popular as well as useful. Not a few pupils, through illness or enforced absence, regularly fail to reach a degree of proficiency to justify their promotion in June; by a few weeks of study under intelligent and sympathetic tuition in the summer months, many can be brought to a degree of proficiency that will enable them to be promoted at the opening of the fall term.

SUMMER PLAYGROUNDS.

In my report of last year, two recommendations were made for the improvement of the playgrounds, namely, that the preference heretofore given to inexperienced normal school graduates and sub-graduates should be withdrawn, and that so far as practicable only experienced and specially qualified teachers should be put in charge. Both of these recommendations met your approval, so that in the appointments made this year the superintendent had free hand in selecting the best candidates that were available.

The result of this policy is shown by the largely increased attendance as compared with the year before:

Average daily attendance:

	1905	1906	Increase.
Park playgrounds	1724	3046	1322
School playgrounds	1571	4005	2484
Total	3,295	7,101	3,806

The foregoing comparison shows the remarkable increase of 115 per cent. in one year, again proving that it is the best policy in all kinds of school work to employ only experienced and highly qualified instructors.

The work of the playgrounds did not differ substantially from that of previous years, except in its more thorough organization, somewhat better equipment, and the addition of a school garden, in connection with the 18th Avenue

playground. More attention than heretofore was paid also to the work in kitchen gardening.

Mr. Randell D. Warden, Director of Physical Training, had charge of the summer playgrounds both in school yards and in the public parks. I am of the opinion that it would be well to give Mr. Warden an assistant for the work, since it is quite impossible, particularly during the opening weeks of the term, to cover adequately the large number of play centres that need to be opened. The fact that many of the playground instructors are new to the work makes it necessary that some one should oversee and direct their efforts with intelligence and promptness. The equipment of the park playgrounds was considerably better than the equipment of the year before, owing to the generous cooperation of the Park Commissioners, who purchased and set up in the parks gymnastic apparatus costing altogether more than \$2,000. If the Park Commission will continue from year to year to equip still further the public parks, we shall be able in a short time to rival in excellence the provisions now made in New York City to further this most valuable social and educational activity.

During the year your Board has added, by purchase, to the playgrounds space surrounding many of the older school buildings, so that we may look forward to greatly increased efficiency in the summer of 1907.

The Commission appointed by Mayor Doremus, of which Mr. Louis Aronson is Chairman, has done a splendid work for the future of playgrounds in this city by its investigation of playgrounds in other cities and by its valuable and timely suggestions for establishing numerous and suitable playgrounds in our city.

It is most unfortunate that we have so few public bathing places in the city. Situated at tide water, and with a navigable river threading its way through our city, some means ought to be provided now or hereafter to take advantage of these natural facilities for public baths. The

two public baths that we now have are small, ill fitted and totally inadequate. The wading pools in Branch Brook and West Side parks are a source of much pleasure to the children, and should be made available for the use of a still larger number.

At the request of the Park Commission, the park playgrounds were kept open until the first of September, although the attendance dropped off rapidly as soon as the school playgrounds were closed. The cost is not great, however, so that there is no good reason why the park playgrounds should not be kept open until the schools begin in the fall.

The annual field day at the close of the regular summer playgrounds was well attended and thoroughly enjoyed.

EVENING SCHOOLS.

The evening schools have shown a relatively small increase in enrollment the past year, as the following figures will show:

Enrollment	1905	1906
Elementary schools	5,341	5,689
High schools	1,656	1,833
Drawing schools	719	720
	<hr/>	<hr/>
Total	7,716	8,242
	Increase 526	

For several consecutive years the enrollment in our evening schools has been quite out of proportion to the size and population of our city, as the following comparison will show:

For the year 1906:

	Population (last census)	Evening School Enrollment
New York	3,437,202	70,074
Chicago	1,698,575	23,141
Boston	560,892	17,627
Philadelphia	1,293,697	13,517
Newark	246,070	9,118

As shown by the foregoing figures, Newark stands *fifth* in evening school enrollment among the cities of the United States. This high relative standing is not due to any peculiar conditions, such, for instance, as an unusually large foreign population or industries of a peculiar character. All the cities named above have about the same percentage of foreign population—excepting, perhaps, New York—and all have varied industries. All are manufacturing and commercial cities. The exceptionally large enrollment of evening school pupils in New York City, as compared with Chicago and Philadelphia, is due to the fact that for many years New York has had a well-developed system of evening schools. It may be said, also, that New York has always made most generous provision for this branch of educational work. That our success is above the average of other cities of the population of Newark has been due, I am sure, to the regulations of the Board of Education, which do not permit the employment in the evening schools of any but the most experienced and successful teachers. In no other class of schools is the importance of having good teachers more imperative. Attendance upon evening schools is not compulsory, under the New Jersey laws, for any class of pupils. To get and to hold pupils the schools must be made attractive as well as useful. The personality and fitness of the teacher is a *sine qua non* to this end. Our rules render ineligible for appointment to an evening school position any day school teacher whose record as such is less than “good;” this has been and is the undoubted key to the success of our schools.

I might add to this, also, that the care and thoroughness with which our evening schools have been supervised is also a factor in their success. The spirit of emulation is just as strong, indeed, stronger perhaps than in our day schools. The fact, also, that our evening high schools are relatively numerous and well attended exerts a strong influence upon the attendance of the elementary evening schools, and fur-

nishes an evening school *esprit du corps* altogether lacking in the evening schools of a few years ago.

Large as the evening school attendance has already become, I am of the opinion that we have only just entered upon the possibilities of this department of school activity. There is no good reason why the majority of boys and girls fourteen years of age and older should not continue their education indefinitely if appropriate opportunities are offered them. These opportunities should embrace, besides instruction in the three R's, continuous and systematic instruction in a large number of branches, chiefly industrial, not generally taught in day schools or evening schools. This instruction and training should be of a practical kind that will be found immediately useful to all persons, young and old included, who are engaged in any vocation. The incentives for improvement are too few for those whose necessities or whose tastes have taken them out of school at an early age. The student who goes to college or to a higher technical school continues his preparation until the age of twenty-two to twenty-five years. His less fortunate brother, who has to go to work at the age of fourteen or soon thereafter, should be able while working for a living to attain a comparatively high degree of general and special training through attending an evening school. A few are able to attend such schools as the Cooper Union, and the New York Trade School; but the trouble is that such schools are not numerous enough. Schools patterned after the German "continuation" schools, particularly those that give a wide diversity of special subjects allied to the various arts and crafts, are a great desideratum in the American school system.

Comprehensive data concerning the enrollment and attendance at evening schools will be found in the tables of statistics.

STUDIES PURSUED IN THE EVENING HIGH SCHOOLS, WITH
NUMBER OF PUPILS.

	13th Avenue	Hamburg Place	Franklin	Central	Total
Arithmetic	137	105	88	...	330
Algebra	72	12	20	37	141
Geometry .....	...	...	...	19	19
English	182	60	90	166	498
German	58	53	39	74	224
French .....	...	...	...	38	38
Physics .....	...	...	...	39	39
Chemistry .....	...	...	...	49	49
Stenography ..	78	63	57	148	346
Typewriting ...	33	25	22	48	128
Bookkeeping ..	103	60	64	136	363
Civil Service ..	...	41	...	...	41
Music	86	39	...	...	125
Sewing	47	68	52	...	167
Cooking	93	242	113	...	448
Shopwork	40	58	23	...	121
Drawing	68	65	24	...	157

THE DRAWING SCHOOL.

The Drawing School, organized as far back as 1882, suffered a great loss in the death of its principal, Mr. Carl F. Rehmann, Feb. 17, 1906. Mr. Rehmann had been principal of the school from the time it was first organized up to the time of his death. Under his able principalship the school had prospered, increasing in size every year, until it had far outgrown its capacity.

Mr. Albert R. Lache, who had taught in the school for several years during the administration of Mr. Rehmann, was selected by the Board to take up and continue Principal Rehmann's work. From present indications, it would appear that the selection was a fortunate one, since the registration this year is greater than ever before, and the school gives every indication of enlarged usefulness. A brief de-

scription of the school at this time may not be amiss. The building, which is a rented one, is located on Academy Street at the corner of Washington Street. It was built by Dr. Edward Ill, and rented by him to the Board of Education for the special purpose of accommodating the Drawing School. At the time of its erection it was fairly commodious, and reasonably well adapted for the purposes of an evening drawing school. The large increase in number of pupils in recent years has strained the capacity of the building to its utmost, and made necessary the erection of a new building, either on this site or some other. The building consists of ten (10) rooms, with a total capacity, under ordinary conditions, for 320 pupils. Under strained conditions, the building will fairly accommodate, say, 345 pupils, but no larger number. As a matter of fact there have been enrolled, the present year, 746 pupils with an actual attendance October 31st, 1906, of 684 pupils, and January 1st, 1907, of 561 pupils. To accommodate this large number it has been necessary to make the classes unduly large and to limit to one or two evenings per week the attendance of several others. It is obvious that these crowded conditions do not favor the best kind and amount of instruction. There seems, however, to be no other means for meeting the situation, except by rejecting a large number of would-be pupils.

In October 31st, 1906, one month after opening the school, it was full to its utmost capacity twice over, and there remained on the waiting list 45 candidates for admission, as follows:

For the mechanical department	20
For the architectural department	25

It seems unfortunate that there should be a waiting list in a school of this kind, for most of the pupils in the Drawing School are young men and boys engaged in the industries of the city, who are attempting to perfect themselves in their several vocations, present or prospective, by study and

instruction under competent teachers. Not only is it unfortunate regarded as a personal matter, but unfortunate as regards the interests of a great and thriving manufacturing city such as ours. It is plain that the growing need for industrial and technical training in our city it not being met. It was the purpose of the Board to establish additional classes in jewelry designing, and modeling, as well as classes in the arts and crafts in general; but lack of room made it impossible.

With the erection of the proposed commercial and manual training high school, a project that should be pushed to early completion, it will be possible to transfer, if not all, at least a number of classes to the new school, giving room to develop such industrial courses as may hereafter be determined upon.

At the present time, the school is organized in three departments as follows:

Art Department, consisting of	309	pupils.
Mechanical “ “ “	193	“
Architectural “ “ “	88	“
		<hr/>
Total (Jan. 23, 1907)	590	“

FREE LECTURES FOR THE PEOPLE.

The free lecture courses, which have been maintained by the Board of Education for a number of years, were re-organized this season upon a different basis.

Heretofore special courses have been given in each of the evening schools during the fall and winter, and one general course at a central point in the city, usually in the First Presbyterian Church on Broad Street. The courses given at the schools were intended chiefly for the pupils of the evening schools, and were patronized by few others. For that reason these lectures dealt with a rather narrow field of subjects, and were somewhat juvenile in character. The completion this year of several new school buildings,

each equipped with a large and suitable auditorium, afforded for the first time an opportunity to open several lecture courses for the general public as well as for the pupils of the evening schools.

The appreciation of these lecture courses has been in the main satisfactory. Good sized audiences, consisting of adults as well as of children, have greeted most of the lecturers.

Below is given the several lecture centres and the number of lectures provided for each:

<i>Centres</i>	<i>No. of lectures.</i>
First Presbyterian Church	12
Fourteenth Avenue	12
Avon Avenue	12
Elliot Street	12
Belmont Avenue	12
Bruce Street	12
Alexander Street	12
Franklin	10
German Presbyterian Church	10

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With the completion of auditoriums in the Thirteenth Avenue school building, in the Hamburg Place school building, and in the Burnet Street school building, all of which are well along, still greater facilities will be offered.

As a general rule, the courses comprise twelve lectures, to be given in the months of November, December, January, February, and March. The general aim of the lecture courses has been to interest rather than to instruct; hence most of the lectures have been illustrated and have dealt with biographical, geographical, and historical topics rather than with literary and scientific topics. It may be thought best another year to establish courses on literary, scientific, and art topics. A course of lectures dealing with art topics.

would no doubt be highly acceptable to a great many of our people. Such a course, for instance, might be given in the Free Public Library by a timely arrangement with the trustees of the latter institution. The art exhibits that have been given from time to time in the Free Public Library have always been popular and well attended.

I would suggest also a course of lectures dealing with popular physics or with chemistry. Lectures of this kind will need to be given at the High School, which has an excellent auditorium and convenient laboratories. The main objection to the High School as a lecture centre is its distance from the centre of the city. With the completion of the proposed new commercial and manual training high school, which will be centrally located, lectures on scientific and technical subjects can be given there to much greater advantage. My belief is that we have yet to learn how free lectures may best be employed as a means of popular education. Many experiments will have to be made as heretofore.

The lecture courses have been under the immediate supervision of Mr. Arthur G. Balcom, principal of the Franklin school, and assistant supervisor of evening schools.

Below is given the names of the lecturers employed the present season:

Henry R. Rose,	Harlan I. Smith,
H. E. Northrup,	Frank Bergen Kelley,
Frank G. Gilman,	Kenneth Bruce,
Henry Zick,	Charles Mason Fuller,
Mary V. Worstell,	Mrs. Claire Finney,
R. S. Dawson,	John Wilder Fairbank,
Arthur K. Peck,	Charles I. Hoffman,
Col. Edward E. Sill,	Charille Runals,
Burton Linwood Thomas,	William H. Morgan,
J. Woodman Babbitt,	William Shott,
J. Wilmer Kennedy,	Edgar Judson Ebbels,
Lewis William Armstrong,	Peter MacQueen,

S. A. Lottridge, Fred Edson Clerk.
William J. Tilley,

The following programme of the course arranged this season for the Belmont Avenue centre represents fairly the character and scope of the courses given at other centres:

LECTURE COURSE, BELMONT AVENUE SCHOOL.

Wednesday, November 21st.

MARY V. WORSTELL

Subject: "Yosemite Valley"

Illustrated by Stereopticon Views.

Wednesday, December 12th.

ROLAND S. DAWSON

Subject: "Hawaii, Our Pacific Paradise"

Illustrated by Stereopticon Views.

Wednesday, December 19th.

H. E. NORTHRUP

Subject: "Naples and Vesuvius"

Illustrated by Stereopticon Views.

Wednesday, January 2nd.

LEWIS WILLIAM ARMSTRONG

Subject: "Songs of Austria-Hungary and Bohemia"
(Recital)

Wednesday, January 16th.

CHARLES MASON FULLER

Subject: "Cuba and Her Resources"

Illustrated by Stereopticon Views.

Wednesday, January 30th.

KENNETH BRUCE

Subject: "The Historic Hudson"

Illustrated by Stereopticon Views.

Wednesday, February 6th.

J. WILDER FAIRBANK

Subject: "The Land of Nightless Day"

Illustrated by Stereopticon Views.

Wednesday, February 13th.

CHARLES I. HOFFMAN

Subject: "Nathan, the Wise"

Wednesday, March 6th.

ARTHUR K. PECK

Subject: "Custer's Land and Indian Country"

Illustrated by Stereopticon Views.

Wednesday, March 20th.

WILLIAM SCHOTT

Subject: "An Hour with some of the Great Composers" (Recital)

Wednesday, March 27th.

HENRY R. ROSE

Subject: "The Castle-Bordered Rhine"

Illustrated by Stereopticon Views.

Thursday, April 4th.

PETER MAC QUEEN

Subject: "Picturesque Japan"

Illustrated by Stereopticon Views.

BOARD OF EXAMINERS.

Each succeeding year since the board of examiners was first organized has shown the wisdom of its creation. The large and constantly increasing amount of work that it is called upon to do could not be performed as in former years by the city superintendent of schools with only voluntary assistance. The board has met as often as twice a month on the average, always outside regular school hours, and has done a kind and an amount of work that cannot be shown by figures merely. The present compensation of members of the board, to wit, \$200, is hardly commensura-

ble with the time required and the amount of work performed. The compensation might well be doubled and still be economical. So important is it that the utmost care and deliberation should be exercised in licensing teachers and recommending promotions that a still greater draught should be made upon the time and energies of this board.

Originally, it was not contemplated that this board should have anything to do with the selection and recommendation of text books. This onerous duty has been imposed upon the board of examiners, which necessitates much home work in addition to that consumed by the regular and special meetings for the consideration of text-book matters.

Experience has demonstrated that the rules and regulations governing licenses of teachers need a radical change. Too many subjects have heretofore been required of candidates to secure the best preparation and the highest proficiency. It has resulted in too much cram of the memory, and too little reflection upon the laws and principles involved. For this reason, the board of examiners has recently recommended a change in the requirements for original and promotion licenses. It is believed that the adoption of this change will inure to the advantage of the system, enabling us to secure a better class of candidates than heretofore. Many experienced and skillful teachers have been prevented from taking our examinations because of the large number of subjects called for. The change contemplates fewer subjects, but a more careful and thorough mastery of the subjects chosen. The recommendations of the board may be summarized as follows:

1. All applicants, except as hereinafter specified, shall be examined in the following subjects:

I.

Group A.

- | | |
|------------------------|-------------------------|
| 1. Arithmetic, | 3. English Language and |
| 2. Elementary Algebra, | Grammar, |

- | | |
|---|----------------------------|
| 4. History of the United States, | 6. Spelling, |
| 5. Geography, | 7. Writing, |
| 9. Science (One of the following: Botany, physical geography, physics, or zoology.) | 8. Reading and Literature, |

Group B.

1. Elementary Psychology,
2. Theory and Practice of Teaching,
3. History of Education,
4. Physiology and Hygiene,
5. Drawing,
6. Vocal Music.

Candidates possessing a diploma from an approved four years' high school course, or candidates presenting evidence of academic training equivalent to that covered by such a diploma, may be exempted from examination in the subjects of *Group A*.

Graduates from normal schools, whose professional courses cover a period of not less than two years, may be exempted from examination in the subjects of *Group B*.

2. Applicants for positions as vice principals, head assistants, and first assistants in grammar schools, shall be required to pass an examination in one subject in each of four of the following groups, namely, groups 1 and 6, and any two other groups:

1. English (includes grammar, composition, rhetoric, and literature);
2. Mathematics (algebra or plane geometry);
3. History (ancient, mediæval and modern);
4. Art (music or drawing);
5. Science (botany, physical geography, astronomy, geology chemistry, physics, or zoology. The subject selected in the elementary examination should not be repeated in the higher examination);

6. Science and Art of Teaching.

The examination in groups 1, 3 and 6 will be based upon syllabi issued by the Board of Examiners from time to time.

No grammar head assistant's and no first assistant's license, however, shall be issued to any teacher who has not had at least three years' successful experience in teaching, and who has not received permanent appointment; and no grammar vice principal's license shall be issued to any teacher who has not had at least five years' successful experience in teaching, of which two years shall have been either as head assistant or as first assistant.

3. Applicants for positions as vice principals or head assistants in primary schools shall be required to pass an examination in one subject in each of three of the following groups, namely, groups 1 and 6 and one other group:

1. English (includes grammar, composition, rhetoric, and literature);
2. Kindergarten;
3. History (ancient, mediæval and modern);
4. Art (music, drawing, or manual training);
5. Science (botany, physical geography, physics, astronomy, geology, chemistry, *or* zoology. The subject selected in the elementary examination should not be repeated in the higher examination);
6. Theory and Practice of Teaching in Primary Grades.

The examination in groups 1, 3 and 6 will be based upon syllabi issued by the Board of Examiners from time to time.

No primary head assistant's license, however, shall be issued to any teacher who has not had at least three years' successful experience in teaching, and who has not received permanent appointment; and no primary vice principal's license shall be issued to any teacher who has not had at least three years' successful experience in teaching, of

which one year shall have been as head assistant.

4. Applicants for positions as principals, in addition to the examinations required under Rules 2 and 3, shall be examined in the following subjects:

1. Advanced English (based upon a syllabus issued by the Board of Examiners);
2. Mathematics (advanced algebra, *or* plane and solid geometry);
3. Science (botany, physical geography, physics, chemistry, zoology, geology, *or* astronomy. The subjects selected in the examinations under Rules 2 and 3 should not be repeated in this examination).
4. School Management;
5. Psychology;
6. Theory and Practice of Teaching;
7. History of Education;
8. Manual Training;
9. Principles and Practice of the Kindergarten.

Candidates taking both the elementary and higher examinations shall be required to be examined in only such subjects in the elementary examination as are not repeated in the higher.

No license, however, shall be issued to any person who has not had five years' successful experience as a teacher, of which two years shall have been as principal of a graded school, or as vice principal of a grammar school in the city of Newark.

5. Applicants for positions as kindergartners, in place of all other examinations, shall be examined in the following subjects:

Group A.

- | | |
|------------------------|-------------------------|
| 1. Arithmetic; | 3. English Language and |
| 2. Elementary Algebra; | Literature; |

- | | |
|----------------------------------|--|
| 4. History of the United States; | 7. Writing; |
| 5. Geography; | 8. Science, (botany, physical geography, |
| 6. Spelling; | physics, or zoology). |

Group B.

1. Elementary Psychology;
2. Theory and Practice of the Kindergarten;
3. History of Education;
4. Physiology and Hygiene;
5. Drawing;
6. Vocal and Instrumental Music.

Candidates possessing a diploma from an approved four years' high school course, or candidates presenting evidence of academic training equivalent to that covered by such a diploma, may be exempted from examination in the subjects of *Group A*.

Graduates from normal schools or from approved special kindergarten training schools whose professional courses cover a period of not less than two years, may be exempted from examination in the subjects of *Group B*.

The following data show the amount of work done by the Board of Examiners during the past year:

EXAMINATIONS.

February 3.....	For promotion
April 2, 3 and 4	" all grades
June 2.....	" promotion
June 2.....	" high school
June 2.....	" manual training
August 4.....	" promotion
October 6.....	" promotion
December 26, 27 and 28.	" all grades
December 26	" high school

Besides the above examinations, twenty-nine (29) meetings of the board were held during the year for the purpose of oral examination of candidates, and for the transaction of general business.

WHOLE NUMBER OF DIFFERENT PERSONS EXAMINED.

(Written examinations).

Men	99	
Women ..	177	
		<hr/>
Total	276	
Total, 1905	214	
		<hr/>
Increase..	62	
For elementary certificate.....	53	
“ kindergarten “	5	
“ grammar first assistant’s certificate....	23	
“ primary head assistants “	35	
“ principal’s certificate.....	17	
“ high school certificate.....	132	
“ manual training certificate.....	11	
		<hr/>
Total:	276	

NUMBER EXAMINED IN DIFFERENT SUBJECTS.

Arithmetic	38
Algebra (elementary).....	36
Algebra (advanced).....	21
Algebra (high).....	36
Plane geometry.....	14
Plane geometry (high).....	31
Solid geometry (principal).....	2
Solid geometry (high).....	29
Trigonometry (high).....	35
English language and grammar.....	35
English language and grammar (high).....	17

English language and literature (kindergarten) ..	3
Reading and literature	25
Modern English and American literature	38
General English and American literature	3
Rhetoric	31
Rhetoric (stenography)	17
United States history	39
General history	18
Geography	32
Physiology and hygiene	34
Drawing (elementary)	41
Drawing (advanced)	25
Music (elementary)	47
Music (advanced)	45
Psychology (elementary)	33
Psychology (advanced)	13
Theory and practice of teaching (elementary)	34
Theory and practice of teaching (advanced)	15
History of education (elementary)	40
History of education (advanced)	11
School Management	12
Theory and practice of kindergarten (elementary) ..	5
Theory and practice of kindergarten (advanced) ..	13
Principles and practice of kindergarten (advanced)	10
Manual training (5th and 6th grades)	6
Manual training (7th and 8th grades)	5
Manual training (principal)	9
Stenography (high)	16
History (high)	28
French (high)	13
Botany	14
Botany (high)	16
Physical geography	48
Geology	16
Astronomy	9
Zoology	2
Zoology (high)	16

Physics	4
Physics (high)	23
Chemistry (high)	23
<hr/>	
Total number of papers examined	1,126
Total number of papers examined in 1905	952
<hr/>	
Increase	174

For the purpose of the foregoing examinations there were prepared and used one hundred and fifty (150) question papers.

APPLICATIONS FOR INDORSEMENT OF DIPLOMAS.

	Considered.	Approved.	Rejected.	Incomplete.
Grade	481	222	239	20
Kindergarten	72	40	27	5
Grammar vice principal	1	1	...	..
Primary vice principal	2	2	...	..
Evening school	30	25	4	1
Playground	32	12	20	..
<hr/>		<hr/>	<hr/>	<hr/>
Total	618	302	290	26
Total, 1905	398	245	118	35
<hr/>		<hr/>	<hr/>	<hr/>
Increase	220	57	172	..
Decrease .....	...	...	...	9

CERTIFICATES GRANTED.

	By Exam.	By Indors.	Total.
Grade teacher	17	109	126
Kindergarten	1	11	12
Grammar vice principal	1	1	2
Primary vice principal .....	...	4	4

	By Exams.	By Indors.	Total.
Grammar first assistant.....	8	...	8
Primary head assistant.....	15	...	15
Principal	6	...	6
Manual training, 7th and 8th grades	3	...	3
Manual training, 5th and 6th grades	6	...	6
High school—mathematics.....	3	...	3
“ “ —biology	6	...	6
“ “ —Latin	1	...	1
“ “ —stenography	3	...	3
“ “ —physics	5	...	5
“ “ —history	8	...	8
Evening school .....	..	19	19
“ “ —sewing .....	..	4	4
“ “ —drawing .....	..	1	1
“ “ —English .....	..	1	1
Playground .....	..	12	12
	—	—	—
Total	83	162	245
Total, 1905.....	75	153	228
	—	—	—
Increase	8	9	17
No. of certificates renewed:—			
Grade teacher	2		
High school Latin.....	1		

APPOINTMENTS.

Below is given the number of new appointments made during the calendar year (January 1, 1906, to December 31, 1906), their grade, and the institutions where candidates were professionally trained:

Of Principals:

College graduates, by examination.....	2
Normal school graduates, by examination...	2

Total: 4

Of grade teachers:

Newark city normal graduates.....	38
New Jersey State normal graduates.....	37
Other State normal graduates.....	41
College graduates, by examination.....	1
Non-graduates, by examination.....	8

Total: 125

Of kindergarten teachers:

Newark city normal graduates.....	10
New Jersey State normal graduates.....	..
Other normal graduates.....	5
Non-graduates, by examination.....	..

Total: 15

Of high school teachers:

College graduates, by examination.....	6
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Of manual training teachers:

Normal graduates, by examination.....	1
Whole number of new appointments.....	151

PROMOTIONS.

During the year there were made forty (40) promotions, as shown by the following statement:

To Grammar vice principal.....	2
" Grammar first assistant.....	9
" Grammar head assistant.....	1
" Primary vice principal.....	5
" Primary head assistant.....	13
" Kindergarten directress.....	6
" High school (head assistant) ..	1
" Manual training department ..	3

Total: 40

TRANSFERS.

The following statement gives the number of transfers made during the year:

By promotion.....	40
By request of principals.....	3
By request of teachers.....	90
Due to closing of classes.....	23
Teachers returned from furloughs..	6
<hr/>	
Total:	162

SUPPLY AND DEMAND OF TEACHERS.

A departure was taken this year from the policy of the Board in previous years, by engaging in the month of June twelve or more teachers to begin work at the opening of the fall term in September. Owing to the fact that most boards of education begin early in the year to select their teachers for the following school year, it became necessary for us to do the same, or to supply our deficiencies in the fall by taking the "left-overs" who had failed to secure positions elsewhere. Believing that we should need to employ several teachers from the outside when school opened in the fall, I recommended the pre-engagement in June of not less than twelve competent and experienced teachers, the best that could be got.

The Board adopted this recommendation and authorized the city superintendent to engage twelve teachers in June to begin work in September. As a result, we were able to secure that number of experienced candidates, among them several from East Orange, Montclair, and neighboring school districts. This policy was so successful that it should be continued this year and in future years, so long as our local supply is likely to prove inadequate.

The dearth of qualified school teachers is felt at this time in all parts of the country. It is due, no doubt, to

the greater exactions by the rules of boards of education in respect to licenses, and to the large field of opportunity now enjoyed by young women who have to support themselves. So long as school teaching offered to women the highest inducement for self support, and so long as most other vocations were closed to women, we had an over-supply of candidates to fill teaching positions. But during the past few years, the supply of candidates for teaching has constantly diminished until in many places it is difficult, in fact almost impossible, to secure a sufficient number of properly qualified teachers to conduct the schools. Cities that have raised their salary schedules above the schedules of their neighbors have, of course, suffered least. Our salary schedule is such that we can secure teachers from most neighboring communities. But with the raising of salaries in other communities, which is happening daily, our means of supply is constantly growing smaller. I have alluded to the possible increase of supply likely to arise from the establishment of a state normal school at Montclair Heights in this county.

I do not believe, however, that we shall get much help from this source. The graduates of this institution will be absorbed by the schools in the districts where they reside, owing to the greater cheapness of living at home. We must look to the young women of our own city to supply the major part of our needs. Hence we must develop, to the utmost, our local normal and training school, and provide additional inducements to the graduates of our high school and the graduates of other high schools to be educated therein. In another chapter of this report, I have urged the erection of a new normal and training school building with a view to supplying the local demand for teachers. During the past year or two we have secured quite a great many teachers from Massachusetts State normal schools, particularly from the Worcester State normal school. As a rule, we have found the graduates

of the Worcester State normal school among the most satisfactory candidates from outside normal schools. By an arrangement with the school authorities of Worcester, graduates of its normal school are given a full year's practice in the city schools. This experience has been most valuable in fitting candidates to undertake successfully the work in our schools. Teachers who have had experience only in the schools of country districts often fail to grasp at the outset, and often not at all, the demands made by our complex grading and comprehensive course of study.

It is not to be expected, however, that the Worcester State normal school or other Massachusetts state normal schools will long be able to furnish us an adequate supply. Hence we should not be remiss in making due provision at home for training our own girls to supply in the main our local demand.

By enlarging and improving our own normal and training school, and possibly by giving a slight advantage in the matter of salary or preferment, we may do much to increase the local supply. School teaching must be made more attractive or more remunerative, or both, in order to enable us to secure from year to year a supply of properly qualified persons to fill the vacancies that arise in our teaching corps, and to take the new positions created by the growth of our school system.

INDUSTRIAL EDUCATION IN THE STATE OF NEW JERSEY.

The subject of industrial or vocational training in the public schools is beginning to occupy public attention.

In the year 1881, now twenty-five years ago, a bill was introduced in the legislature looking to the encouragement of industrial education. It was passed without opposition and became a law March 24th, 1881. I am careful to recite the date for two reasons. First, I desire to show that our state was among the first—probably *the*

first—to enact legislation of this kind; and, secondly, to show that we have in a measure been derelict in duty, since we have made no better use of this splendid opportunity to place New Jersey at the head in the educational march of our times.

That act of 1881 may be considered prophetic, since the present widespread demand for a modified public school curriculum which shall give industrial education its fair share of time and effort, was clearly anticipated by the framers of the industrial education act of 1881. The act begins as follows: "Whenever any board of education, school committee, or other like body of any city, town, or township in this state shall certify to the governor that a sum of money not less than three thousand dollars has been contributed by voluntary subscriptions of citizens, or otherwise as hereinafter authorized, for the establishment in any such city, town, or township of a school or schools for industrial education, it shall be the duty of said governor to cause to be drawn, by warrant of the comptroller, approved by himself, out of the moneys in the state treasury not otherwise appropriated an amount equal to that contributed by the particular locality as aforesaid for the said object; and when any such school or schools shall have been established in any locality as aforesaid, there shall be annually contributed by the state in manner aforesaid, for the maintenance and support thereof, a sum of money equal to that contributed each year in said locality for such purpose; provided, however, that the moneys contributed by the state as aforesaid to any locality, shall not exceed in any one year the sum of five thousand dollars." The essential features of the Act are: (1) it applies to every locality in the state, that is, is general in its provisions; (2) its acceptance depends upon local initiative; (3) it fixes a reasonably low minimum (\$3000) to enjoy its benefit and a liberal maximum (\$5000) for annual maintenance; (4) it

makes the state aid mandatory upon the acceptance of its provisions by any locality.

As I have said, that act of 1881 of the legislature of New Jersey was the first of its kind in the United States. Unlike that act of 1864, which provided for training in "agriculture and the mechanic arts" at the State College, the industrial education herein contemplated is for pupils below the collegiate grade.

The first school to be established under the provisions of this act was the Newark Technical School. This school was organized in 1885 as an evening school offering courses in drawing and modeling, mathematics, physics, and chemistry. Courses were established later which were more distinctively industrial, as, courses in architecture, applied mechanics, electro-plating, electric wiring, designing for jewelers and silversmiths, and plumbing. A course of study in the fine arts was also included in the curriculum. This school receives annually an appropriation of \$5000 from the state and \$10,000 from the city of Newark. It enrolls at the present time 331 students and employs a staff of 17 instructors. Its catalogues state that the school has for its object in all departments "the advancement of the manufacturing interests of the city and state in the line of industrial and technical education."

This school has enjoyed from the date of its opening a large degree of prosperity. Its present popularity and success is due to the intelligence and devotion of its director, Prof. Chas. C. Colton, who has been with it from the beginning. The Newark school has confined its work chiefly to the instruction of evening classes, its income being inadequate for both day and evening school work. The establishment of this school in 1885 marks the beginning of industrial education in New Jersey.

In the same year, however, that the Newark school was started, several public-spirited citizens, residing in Ho-

boken, and particularly the Stevens family, already distinguished for its educational benefactions, became interested in the general subject of industrial education. Several meetings were held at the residence of Mrs. Edwin A. Stevens, at Castle Point, which were addressed by distinguished citizens and educators. General George B. McClellan presided at the first meeting and entered heartily into the movement. Educated as he had been at West Point, he saw more clearly than many of his associates the advantages of industrial and of technical training. A second meeting, held at Castle Point the following year, was presided over by Governor Leon Abbott, who threw the weight of his great influence into the movement. Let me quote a paragraph from his address made on one of these occasions: "I have the greatest sympathy with industrial education in New Jersey, and I am pleased to see such an excellent collection of exhibits before me. Attempts have been made to place brain power in the fingers of the children. The object of this association is to enlist the sympathies of the people in an effort to incorporate manual training into the instruction of the children. There is, indeed, great need for such training, and for industrial education in the public school system. This movement has my heartiest sympathy as a citizen and as the Chief Executive of the state, and I assure you it will have my earnest support." Among the speakers on this occasion were President Henry C. Morton, Dr. Nicholas Murray Butler, Chancellor Alexander T. McGill, Honorable Richard Wayne Parker, Rev. George C. Houghton, and others of equal or lesser note. At the first meeting, in 1885, an association was formed, which began at once the work of introducing industrial training into the schools of Hoboken; but it was not until 1887, two years later, that an application was made to come under the Act of 1881. Unlike the Newark experiment, which started as

an evening industrial and technical school for youth and adults, the aim of the Hoboken experiment was to foster the introduction of drawing and modeling, sloyd, carpentry, joinery, cooking, and sewing,—in fact those branches usually included under the head of manual training and domestic science—into the elementary public schools of the city of Hoboken. In this respect, the aims of the Hoboken school did not differ from the aims of the other manual training schools elsewhere in the state, organized about the same time under the manual training act of 1885.

In 1902 a school of Industrial Arts was established at Trenton. Instruction is given in drawing, design, modeling, fine arts, mathematics, mechanics, physics, book binding, rug-making, leather carving, stenciling, dyeing and ceramics. It gives a course, also, for pupils intending to become teachers. Like the Newark school, the school at Trenton receives an appropriation from the state. It will be seen, therefore, that except for the Bordentown Manual and Industrial School for Colored Youth, which began to receive help from the state in the year 1894, the Newark Technical School and the School of Industrial Arts of Trenton stand today as the sole product of the energy and zeal for industrial education displayed by the framers of the Act of 1881. Not a great showing indeed, for a state as intelligent, as rich, as proud, and as generous as the state of New Jersey.

Is it not fair to assume, therefore, that the law of 1881 was, and is, fundamentally defective? A comparison with the Massachusetts act of 1906 will show what vital feature was left out. It is that of *state initiative*. It is for this reason chiefly, in my opinion, that our New Jersey law has been so nearly a dead letter. To avoid this danger, the Massachusetts act provided for the appointment of a state commission, whose sole duty should be to establish and direct, under certain conditions, all industrial

schools organized or maintained by state aid. The Massachusetts model may serve to show us, in case it works satisfactorily, how to amend our own law.

So great is the inertia of nest communities that a mandatory provision must be inserted in an act of this kind to compel its acceptance,—however beneficial its provisions. Or if not made mandatory upon communities, the act must provide some board, commission or officer, charged with the duty of arousing and educating public opinion. Those who framed the Massachusetts act realized this, for the first section reads as follows: "The governor, by and with the consent of the council, shall appoint a commission of five persons to be known as the Commission on Industrial Education, to serve for a term of five years without pay." Then follows in the act the several duties with which the commission is charged. The Massachusetts Act, like our own, does not make it mandatory upon localities to established industrial schools; but, like our own, it aims to promote them through generous subsidies. So much for the efforts made heretofore to establish industrial training in New Jersey.

Turning our attention from industrial training to manual training, we shall have a different story to tell. That the terms industrial training and manual training were greatly confused in the early days is shown by the language used in the act of 1885. It was still more clearly shown in the case of Hoboken which I have just described. It was not, indeed, until some years later that the general public, not to say school people, began to distinctly adumbrate the difference between "industrial" and "manual" as applied to education. Indeed in 1892, seven years after the state began to foster manual training as such, there were only 18 school districts in the state which had incorporated manual training into their courses of study. But the introduction had been made without state supervision and much confusion prevailed. In fact, so great

was the confusion that friends of manual training had many of them become wholly disheartened. Among them was Governor Abbott, who has listened to many complaints from various quarters. One of the first and most urgent duties assigned me when first appointed State Superintendent in 1892, was to visit all the manual training schools in the state and to try and bring order out of chaos. At this time, 1891-92, the amount expended in the state for manual training was \$48,651.90. This amount had increased to \$109,890.40 in 1894-5, that is, had a little more than doubled in thirteen years.

Compared with the growth and development of industrial training in the state during the same period, manual training has done fairly well. There yet remain, however, not a few important school districts in the state which have as yet scarcely been affected by the manual training movement. The fact is that the manual training act of 1885 has the same radical defect as that contained in the industrial education act of 1881. It should long since have been amended so as to make its provisions mandatory upon all school districts in the state; or it should have been amended so as to provide for a state commission, board, or special official to administer it.

The slow growth of the manual and industrial movement in this state has given other states, and particularly Massachusetts, which is usually foremost in matters of education, a chance to steal our great opportunity. Hereafter, we must follow the Bay State and not lead, in our effort to blaze the path of industrial progress. Recent events make it almost certain that we are on the eve of the most radical upheaval in school systems and curricula since the time of Horace Mann. The old three R's curriculum that had monopolized public school education since the days of the fathers got a great "shake-up" by the introduction of manual training; it will receive a still harder "shake-up" during the next few years by the general in-

production of vocational or distinctively industrial training. But the "shake-up" I speak of has been a good thing for the three R's; they were never before so well taught as now. I believe this opinion is held by at least nine-tenths of all the teachers of the country.

MANUAL TRAINING AND INDUSTRIAL TRAINING
DISTINGUISHED.

Broadly stated, the distinction relates to aims, methods, and results. Manual training lays emphasis on training the powers of the mind; industrial training upon the processes and the finished product. In manual training, skill is merely an incidental aim; in industrial training it is a principal aim. Manual training seeks to understand principles and processes, but does not carry them out to the economic production of saleable articles. In manual training industrial *intelligence* is the chief end; in industrial training, on the other hand, industrial *efficiency*,—that is, thought and skill combined—is a necessary and conscious aim. To illustrate: in manual training, we are satisfied when pupils become able to saw fairly close to a line, when they are able to make a fairly good joint and, in general, when the *ideas* that appertain to the process are well *understood*; but we stop our instruction there. Industrial, or vocational training, goes still further and aims to fit the boy to become after a suitable apprenticeship a competent artisan or craftsman. I should say that the terms "intelligence" and "efficiency" discriminate as well as any the aims of the two kinds of training. When it comes to methods, they cannot obviously agree after reaching a certain stage. To acquire skill takes time; hence in industrial training, a process must be repeated again and again, "drilled upon," so to speak, until its several acts or steps become almost habitual. In this way only can industrial efficiency be acquired.

Interest in industrial education has developed with surprising rapidity during the last few years. There have been from time to time it is true sporadic instances of a local interest, as with us in New Jersey twenty-five years ago. But within the last two or three years there has developed a widespread, and in some quarters, an intense interest in the subject. The President's message to Congress a few days ago bears witness to this fact. Alert to everything that bids fair to benefit the people at large, the President seized the favorable opportunity to make known his views on this important subject. Let me quote you a few words from this remarkable message: "It should be one of our prime objects, as a nation, as far as possible, constantly to work toward putting the mechanic, the wage-worker, who works with his hands, on a higher plane of efficiency and regard, so as to increase his effectiveness in the economical world, and the dignity, the remuneration, and the power of his position in the social world." And continuing, "Unfortunately, at present, the effect of some of the work in the public schools is in the exactly opposite direction. If boys and girls are trained merely in literary accomplishments to the total exclusion of industrial, manual, and technical training, the tendency is to unfit them for industrial work; and to make them reluctant to go into it, or unfitted to do well if they do go into it. This is a tendency which should be strenuously combatted. Our industrial development depends largely upon technical education, including in this term all industrial education from that which fits a man to be a good mechanic, a good carpenter, or blacksmith, to that which fits a man to do the greatest engineering feat. The skilled mechanic, the skilled workman can best become such by technical industrial education."

"The far-reaching usefulness of institutes of technology and schools of mines or of engineering is now universally acknowledged, and no less far-reaching is the effect of a

good building or mechanical trades school, a textile, or watch-making or engraving school. All such training must develop not only manual dexterity, but industrial intelligence.

"In international rivalry this country does not have to fear the competition of pauper labor as much as it has to fear the educated labor of specially trained competitors; and we should have the education of the hand, eye, and brain which will fit us to meet such competition.

"In every possible way we should help the wage-worker who toils with his hands and who must (we hope in a constantly increasing measure) also toil with his brain."

If you ask why industrial education has sprung so suddenly into prominence, why the President of the United States includes it in his annual message for this year, you will find the answer in the reports from our consular agents in England, France, and particularly in the reports that come from our consular agents in Germany and Japan. You will find the answer, also, in the activity of the National Association of Manufacturers, whose printed proceedings for several years furnish a mine of interesting information as to the value and the need of technical and industrial training in order to enable us to meet the competition with other nations.

The able and exhaustive report of the Massachusetts Commission on Industrial and Technical Training, of which President Carroll D. Wright was Chairman, has been widely circulated throughout the country and has caused a considerable awakening.

(See an abstract of this report on another page).

Still more recently, there was held in Cooper Union, New York, a meeting of prominent educators, manufacturers, bankers, business men, publicists, labor leaders and others interested in our national progress, who formed an Association to be known as the National Society for the Promotion of Industrial and Technical Training. The most remarkable feature of this meeting

was the complete unanimity of opinion among all who spoke that "something needs to be done" and that too at once, or "our country will rapidly fall behind other nations in industrial efficiency." The recent establishment of numerous industrial schools in Germany, a movement which began several years ago, has put that country some years ahead of us in trained efficiency. A similar policy has been more recently inaugurated in several other countries, including Japan. It will be a question of a short time only when the advantages that we now possess in *cheaper raw material* will be more than offset by the greater industrial efficiency of *highly trained labor*.

The universal adoption by us of highly specialized machinery with the sub-division of most manufacturing processes into minute steps, and the assignment of a separate laborer to each of these several steps, thereby affording no opportunity to learn the whole process—all this has created conditions that endanger our future progress and the commercial and manufacturing interests of our country. The best thought and the highest patriotism look to the education given in the public schools to furnish the only adequate means for staying these unfortunate conditions. We may rest content, however, that, as in the past, the wisdom, patriotism, and energy of our people will soon make up for past derelictions and save us from taking any but a first rank in the industrial progress of the future.

REPORT OF THE MASSACHUSETTS COMMISSION ON INDUSTRIAL
AND TECHNICAL EDUCATION.

Probably the most important contribution to current educational discussion during the year was that of the report of the Massachusetts Commission on Industrial and Technical Education, appointed by Governor Douglas pursuant to an act of the Legislature to investigate and report upon the industrial conditions prevailing in the

State and their relation to the schools and to the general subject of education.

This Commission, of which Carroll D. Wright, formerly United States Commissioner of Labor, was chairman, made extended investigations throughout the State and prepared an exhaustive report.

A widespread interest in the subject of industrial education was found to exist throughout the State. This interest was shown by two distinct classes of people; by those who were students of education, teachers and others interested in education in its social and other theoretical aspects; and by those who were interested in a more immediate and practical way as manufacturers and wage-earners. The view point of each class can best be stated in the words of the Commission:

"Men and women who have been brought into intimate contact with the harder side of life, as it appears among the poorer people in the cities, who are grappling with the variety of problems of childhood to which city life gives rise, think they see in some form of industrial education a means of securing earlier and greater efficiency as wage-earners, more self-reliance and self-respect, steadier habits of industry and frugality, and through these the opening of avenues to better industrial and social conditions.

"The broader minded students of education, men who look at their own work in the light of all its relations to society and to individuals, are coming more and more to feel that education is more than schooling of the old-fashioned type; and that for the fullest development of a child he must early and continuously be regarded as a member of the whole community, must be familiar with all its activities, and must be taught progressively to share in those activities, giving as well as receiving, producing as well as consuming, doing as well as learning. They see that this sort of training is used in the education of the feeble-minded in the reformation of wayward and vicious children at reform and truant schools, and that it is being used to elevate the colored race in the South; and they ask why it may not be equally efficient

in stimulating and directing the higher orders of mind, in preventing as well as curing juvenile delinquency, and in improving the social conditions of white as well as black children."

Besides the general and theoretical interest just noted, the Commission found everywhere, and particularly among manufacturers and wage-earners, a strong feeling of a *personal need*. Thus: "The Commission was told at almost every hearing that in many industries the processes of manufacture and construction are made more difficult and more expensive by a lack of skilled workmen. This lack is not chiefly a want of manual dexterity, though such a want is common, but a want of what may be called *industrial intelligence*. By this is meant mental power to see beyond the task which occupies the hands for the moment, to the operations which have preceded and to those which will follow it—power to take in the whole process, knowledge of materials, ideas of cost, ideas of organization, business sense, and a conscience which recognizes obligations. Such intelligence is always disconnected, not with its conditions, but with its own limitations, and is wise enough to see that the more it has to give, the more it will receive.

"Manufacturers confidently believe that a system of industrial education, wisely planned, would tend to develop such intelligence, while it increased technical skill.

"That large numbers among wage-earners have the same faith was shown to the Commission by numerous representatives who testified before it, and by the statistics showing the number of men and women who are now availing themselves of existing opportunities."

That the public school system is failing somehow to meet the needs of present day conditions is stated by the Commission as follows:

"The Commission was made aware of a growing feeling of inadequacy of the existing public-school system to meet fully the need of modern industrial and social conditions. The opinion was expressed by many speakers that the schools are too exclusively literary in their spirit, scope and methods. Where there was not a pronounced opinion, there was a vague feeling of dissatisfaction with results. This does not imply hostility. Every-

where, the Commission found the people loyal to the purpose of the schools, and proud of the advanced position which the State has held, and they do not complain of the cost. They hesitate to criticize, and are far from desiring any revolutionary change; but they are inquiring with open minds whether some modifications may not be possible, by which the schools may reach in a more practical way the great body of children and youth. This phase of the subject is discussed more at length in a later part of this report."

Early in the investigation, the Commission became aware that it would have to encounter a certain amount of suspicion and hostility on the part of many labor unions in the State until its purpose was more fully understood and its plans determined upon. This suspicion was founded upon the fear that the purpose of the proposed schools for industrial education was to furnish workmen in sufficient numbers to take the place of union men during the existence of a strike. That this is not the purpose of the promotion of industrial education is made clear by the closing paragraph of an address made to the Commission by Sir William Mather, who had been asked to give his views gained through a large experience abroad:

"Please take notice," he says, "of what I said about the avoidance of teaching a trade to the extent of causing a lad to say, after leaving the industrial school: 'I am a printer,' 'I am a cotton-spinner,' 'I am a mechanic or a carpenter.' In the first place, it is detrimental to the lad's own interests. He becomes somewhat conceited before he has got through the proper training by actual practice. It tends to deterioration of skill and intelligence in trades, which can only be fully acquired through work done on a commercial scale. It will tend to discredit industrial education."

These views were endorsed by the Commission.

To technical schools as distinguished from trade schools there was little opposition; in fact, many representatives expressed themselves heartily in favor of schools which would afford an opportunity to those already engaged in the industries to broaden their knowledge of their trade.

In the report of the Commission will be found an ad-

mirable historical sketch of the origin and development of our American public school system and its progressive isolation from the industrial and social life of the community. Thus:

"Industrial and technical education cannot be considered apart from the general system of education out of which it must grow, and of which, if it is to be successful, it must form an integral part.

"The original purpose of public education in Massachusetts was to fit its youth, through the learning afforded by schools, to be intelligent citizens.

"The supreme problems which presented themselves to the leaders in early Massachusetts history were intellectual problems—problems of church and state. To establish and develop a self-governing community, under the new conditions which confronted them, demanded intelligence of a high order and widely diffused. These men, themselves educated in the most advanced learning of the time, saw in the study of classic languages and mathematics a means of developing the power of concentrated and sustained thought, of clear and logical reasoning, and of balanced judgment. They believed that the study of the history and literature of the past tended to widen the horizon of thought, to bring to the solution of the problems of today the experiences of yesterday, so that successes and failures of other peoples in other times might serve as guides and warnings for people here and now. They called this a liberal education—an education that liberated, that freed from the bondage to narrow and local prejudice, and made the vision of life keen and far-sighted.

"Out of this purpose grew the colleges and the Latin schools, and for a similar purpose the universal common schools. This belief in the efficacy of learning, deeply rooted in the past, has never lost its hold upon the thought and the imagination of our people; so that the educational system based upon it, begun in poverty, has expanded with the means of the people until it commands the admiration of the world.

"Whenever public interest has seemed to wane, ardent reformers have appeared who have stimulated or shamed the people into new efforts. But from the beginning the purpose has remained unchanged—to promote intelli-

gence as a basis of citizenship. The lavish expenditure upon common schools, high schools, and colleges has this for its chief aim.

"The schools had another, but wholly subordinate, function. Indirectly, they were expected to influence favorably all the callings in life. The more intelligent the person should become, the better workman he was likely to be—more thoughtful, more careful, more considerate, more provident, more inventive; so that the system of education through schools was likely to promote the material prosperity of the state. That is what the early law-makers meant when they coupled 'learning and labor' as 'profitable to the commonwealth.'

"But the special training for vocations was provided for by another system—the system of apprenticeship, which included even the professions. Young men who would be lawyers or doctors or ministers learned the technique of their callings in the homes or the offices of older practitioners. Farming was learned by work on the farm, trades by work in the shops, and housekeeping in the home.

"The two systems did not conflict with each other. The master was bound by the terms of the indenture to keep his apprentice at school. So the two forms of training went on simultaneously for several generations, each effective in its way—general training through the schools, industrial training through apprenticeship. The child and the youth were never out of touch with the school life, so that there never came a time of abrupt transition. There was no chasm.

"The apprentice system is calculated for stationary conditions. It tends to conserve ancient traditions and methods, and cannot maintain itself in the face of change. Consequently and necessarily with the development of modern science the old apprentice system waned and gradually disappeared.

"Special training for vocations took its place, first, in the professions in schools of theology, of medicine, and of law. The new idea was next applied to the preparation for teaching, and normal schools were established. The advent of railroads called for a new type of engineers, and technical schools were established. With the advent of the factory system, the introduction of machinery, the

making of machines more and more automatic, the division and subdivision of labor, the apprentice system gave way in the trades and manufactures.

"While this change in the vocations was going on, another change was also in progress. The schools were gradually claiming more and more time. The school year was lengthened, school attendance was made compulsory, and the age limits were raised. Every day lost by the apprentice system was gained by the school, until, imperceptibly, under steady pressure, the school came to stand alone as the only means of training, and the child came to be almost wholly separated from the ordinary activities of life.

"In place of two systems of training, balancing each other and mutually co-operative, there came to be but one, absorbing all the time and thought and interest of the children and youth—a system of education isolated and one-sided.

"The effects of the giving-up of the apprentice system have all been aggravated by the congestion of population in cities. City life instead of rural life, life in tenements and flats instead of in houses, together with the increase of wealth, have combined to deprive great numbers of children of those opportunities for industrial activity which were inseparable from life on the farm. Well-to-do people are everywhere lamenting that there is nothing for their children to do. The children are always receiving and never giving. Food, clothing, shelter, education, amusement—all come to them as freely as the air and the sunshine.

"The effects of these changes, repeatedly brought to the attention of the commission, are not most serious where we might naturally expect—in a lack of manual efficiency, though that is marked, but on the intellectual and moral side. There is a one-sided sense of values, a one-sided view of life, and a wrong attitude toward labor. Not having any share in productive labor, and being out of touch with it, the youth have no standards by which to measure time or possession or pleasures in terms of cost. Many persons believe that about this point center some of the gravest of present-day social problems.

"Drawing and manual training have been introduced to

supply some of these defects. But neither has been related closely to industry.

"The result has been that drawing in the schools has become more and more extensively cultural in its purpose and method, and the original industrial purpose has been largely lost sight of. This probably accounts for the fact that, notwithstanding drawing was intended to stand for a distinct contribution to the industrial interests of the state, it is still classed by many flippant writers and talkers among 'fads,' 'frills,' and 'fancies.'

"The wide indifference to manual training as a school subject may be due to the narrow view which has prevailed among its chief advocates. It has been urged as a cultural subject mainly useful as a stimulus to other forms of intellectual effort—a sort of mustard relish, an appetizer—to be conducted without reference to any industrial end. It has been severed from real life as completely as have the other school activities. Thus it has come about that the over-mastering influences of social traditions have brought into subjection both the drawing and the manual work."

The work of the Commission is summed up in the following conclusions and recommendations:

"1. As a result of the public hearings at the special investigations, the Commission has arrived at the following conclusions:

"For the great majority of children who leave school to enter employments at the age of fourteen or fifteen, the first three or four years are practically waste years so far as the actual productive value of the child is concerned, and so far as increasing his industrial or productive efficiency. The employments upon which they enter demand so little intelligence and so little manual skill that they are not educative in any sense. For these children, many of whom now leave school from their own choice at the completion of the seventh grade, further school training of a practical character would be attractive and would be a possibility if it prepared for the industries. Hence any scheme of education which is to increase the child's productive efficiency must consider the child of fourteen.

"2. Children who continue in school until sixteen or eighteen, especially if they complete a high school course,

are able to enter upon employments of a higher grade, usually in mercantile pursuits, and they are able by reason of greater maturity and better mental training to learn the technic of their employment in a shorter time; but they are wholly lacking in manual skill and in what we have called industrial intelligence. For the purpose of training for efficiency in productive employments the added years which they spend in school are to a considerable extent lost years. In the cases of both classes of children the employment upon which they enter on leaving school is determined by chance.

"3. The productive industries of the state, including agriculture, manufactures, and building, depend mainly upon chance for recruiting their service. A few apprenticeships still exist in a few industries or parts of industries, and very few apprentices are indentured, and many so-called apprenticeships are falsely named. The knowledge and skill which the new men bring to the service of any industry is only what they have picked up in a haphazard way. Some bring much, and many bring little.

"4. This condition tends to increase the cost of production, to limit the output in quantity, and to lower the grade in quality. Industries so recruited cannot long compete with similar industries recruited from men who have been technically trained. In the long run that industry, wherever in the world it is located, which combines with general intelligence the broadest technical knowledge and the highest technical skill, will command the markets of the world.

"5. The industries of Massachusetts need, in addition to the general intelligence furnished by the public-school system and the skill gained in the narrow fields of subdivided labor, a broader training in the principles of the trades and a finer culture in taste as applied to material, workmanship, and design. Whatever may be the cost of such training, the failure to furnish it would in the end be more costly.

"6. The state needs a wider diffusion of industrial intelligence as a foundation for the highest technical success, and this can only be acquired in connection with the general system of education into which it should enter as an integral part from the beginning. The latest philosophy of education reinforces the demands of productive

industry by showing that that which fits a child best for his place in the world as a producer tends to his own highest development physically, intellectually, and morally.

"7. The investigation has shown the increasing necessity for a woman to enter the industrial world for the sake of self-support, and hence that she should be prepared to earn a respectable living wage, and at the same time that the attempt should be made to fit her so that she can and will enter those industries which are most closely allied to the home. The investigation has shown that that vocation in which all other vocations have their root, namely, the care of the home, has been overlooked in the modern system of education. In order that the industrial life of the community may be vigorous and progressive, the housekeepers need to be instructed in the laws of sanitation, in the purchase, preparation, and care of food, and in the care of children, that the home may be a home, and not merely a house."

RECOMMENDATIONS.

"The Commission does not deem it to be a part of its duty under the provisions of the resolve creating it, and in fact it is not in the power of a temporary commission, to formulate exhaustive and specific plans for industrial education, but rather to ascertain and exhibit the needs of such education and to point out how the state may make effective its existing policy, and to suggest means for the further industrial development of the state.

"There seem to be two lines in which industrial education may be developed—through the existing public-school system, and through independent industrial schools. In regard to the former, the commission recommends that cities and towns so modify the work in the elementary schools as to include for boys and girls instruction and practice in the elements of productive industry, including agriculture and the mechanic and domestic arts, and that this instruction be of such a character as to secure from it the highest cultural as well as the highest industrial value; and that the work in the high schools be modified so that the instruction in mathematics, the sciences, and drawing shall show the applica-

tion and use of these subjects in industrial life, with especial reference to local industries, so that the students may see that these subjects are not designed primarily and solely for academic purposes, but that they may be utilized for the purposes of practical life. That is, algebra and geometry should be so taught in the public schools as to show their relations to construction; botany to horticulture and agriculture, chemistry to agriculture, manufactures, and domestic sciences; and drawing to every form of industry.

"The Commission would also recommend that all towns and cities provide by new elective courses in high schools instruction in the principles of agriculture, and the domestic and mechanic arts; that, in addition to day courses, cities and towns provide evening courses for persons already employed in trades; and that provision be made for the instruction in part-time day classes of children between the ages of fourteen and eighteen years who may be employed during the remainder of the day, to the end that instruction in the principles and the practice of the arts may go on together."

The report of the Commission was presented to the Legislature of Massachusetts at its last session, with the result that its recommendations were promptly enacted into law.

Since the passing of this act, the Governor of Massachusetts has appointed a new Commission, which is now engaged in organizing this new and important departure in public school education. Fortunately for us in New Jersey, we shall not have to wait the slow progress of state legislation to secure for ourselves the benefits of industrial training. The Acts of 1881 and 1885, as has been stated, under the head of "Industrial Education in the State of New Jersey," give ample warrant for undertaking this new kind of school training whenever our Board sees fit to make a beginning. Not to be misunderstood, I wish again to state that the manual training contemplated for the proposed commercial and technical high school differs *essentially* and *fundamentally* from the

industrial training contemplated by the Massachusetts Commission. For the difference see my report for last year, pages 92 to 96, and the discussion in the present report under the head "Manual Training and Industrial Training Distinguished." If it be thought timely by your Board to undertake at present any work in industrial training, it should be done in connection with the "Evening Drawing School" in which a beginning has already been made in teaching some of the simpler principles and processes in the arts and crafts. (See Evening Drawing School.)

GERMAN VIEWS OF AMERICAN EDUCATION.

We have long been accustomed in this country to point to Germany as the one European state in advance of ourselves in matters of education. This view of the case is due to several causes, dating from the time of Horace Mann, who as early as 1845 began to preach reform in the aims and ideals of public school education. Under his influence and that of his associates—particularly Henry Barnard, at one time U. S. Commissioner of Education—the American public was familiarized through numerous articles in "The American Journal of Education" with the great strides that had already been made in Germany toward the development of a rational and thoroughly organized system of public school education.

At that time, Germany was the only country that had made any considerable progress in organizing a thorough and efficient system of public school education.

Following the introduction of German ideas into the school system of the United States, and as a result of the enthusiasm produced, large numbers of American students began to attend the German universities to complete their education. Naturally, our American schools became still further permeated with German ideas concerning the philosophy and science of education; and to a large extent also, with German theories and methods of school administration.

To Germany we are indebted, among other things; for the kindergarten, the professional training of teachers, the notion that inspection and supervision are necessary in the administration of schools, for the notion that education should be free and compulsory, etc. The greatest contribution, without doubt, however, has been that furnished by the great German writers on the science and philosophy of education. During the last ten or fifteen years, the American school system has become so far perfected that not a few experienced and competent educators believe the pupil has surpassed its teacher; and that Germany may now well turn to us for her own guidance; that the progress which has been achieved on American soil under the conditions prevailing in a democratic country will be a good object lesson even to Germany.

That this view is held abroad also accounts for the appointment in 1904 of the Royal Prussian Industrial Commission for the purpose of visiting this country and reporting to the home government its observations and conclusions.

The high standing of this commission and its expert qualifications to pass judgment upon education in the United States is best attested by giving their names and official positions. The following gentlemen constituted the commission:

Doctor Dunker, of Berlin, industrial councilor.

Doctor Kuypers, of Dusseldorf, city school inspector.

H. Back, director of the Industrial School at Frankfort-on-the-Main.

Doctor Muthesius, of Berlin, industrial councilor.

E. Thormalen, director of the School of Industrial Art, at Magdeburg.

Professor Schick, director of the Industrial Art School at Cassel.

Von Czihak, of Berlin, industrial school councilor.

Professor Gotte, of Berlin, industrial councilor.

Beckert, of Schleswig, royal industrial school councilor.

E. Beil, director of the Hardware and Cutlery School at Schmalkalden.

Sellentin, director of the School of Shipbuilding and Machine Construction at Kiel.

Professor Gurtler, of Berlin, industrial councilor.

Pukall, director of the Royal Ceramic School at Bunzlau.

W. Oppermann, of Arnsberg, industrial councilor.

The Royal Prussian Commission visited the United States toward the end of August, 1904. The time was most favorable owing to the fact that the St. Louis Exposition was still open, so that the Commission had access to the rich and extensive stores of material gathered by the Exposition authorities, not only from the United States, but from many other countries. The Commission, however, did not base its judgments upon these exhibits so much as upon the actual visitation and inspection of schools and a thorough study of the organization, administration, aims, methods, etc., disclosed by such visitation. It was my good fortune to meet several members of the Commission soon before their return to New York and to learn, by word of mouth, some of the views entertained by them concerning our American school system as compared with their own.

The official report of the Commission to their home government was subsequently made and published. It comprises a large volume of 500 pages, and is most interesting as well as useful to American educators. Its importance has led the U. S. Bureau of Education to prepare a pamphlet (Bulletin No. 2, 1906) giving a brief summary of the reports of the several members of the Commission.

The prime purpose of the Commission was to study the educational system of the United States, particularly with reference to its relation to prevailing industrial conditions. Herein we have the keynote of Germany's special interest, in the educational systems prevailing in the United States, namely, to prepare herself for the industrial competition, which is already keen, but which is likely to become still keener in the near future. It was found, however, that the

system of general education in vogue in our public schools as distinguished from technical and industrial training, played so great a part in forming the American character and capacity for industrial competition that they could not well ignore it in their reports. Hence, we find in several of their reports a careful and thorough study of the characteristic features of our elementary schools and of our high schools, and a well-balanced judgment as to their part in promoting American industrial efficiency. The following quotations from U. S. Bureau of Education Bulletin No. 6, will be found most interesting:

"Difference between German and American schools. As to their general character, Dr. Dunker finds the essential difference between German and American schools in the fact that the former seek to instruct and the latter to educate. In America he finds 'boards of education' and a 'bureau of education,' in Germany 'ministers of instruction;' the German wants his children 'to learn something worth while,' the American 'has his children educated.' In the school life of Germany the great educational principles are often neglected; the stress of discussion, always thorough and logical, is upon matters of organization and special method, and such discussion is confined to experts and does not reach the great mass of people.

"In America, on the other hand, all great educational problems are in a fluid condition; they are discussed in meetings, books, magazines, and newspapers, often thoroughly, sometimes superficially, almost always with enthusiasm and subjective conviction. The widest public is interested in the discussions. Usually the thought itself is derived from German studies, but here it is projected into the world of things, becomes a deed, often, it is true, before it is matured. The public is pleased to see it carried out; how this is done is frequently a minor consideration. Everywhere there is credulous optimism coupled with harmless dilettanteism, everywhere high aim, liberal execution, but lack of solidity in matters of detail.

"The German educational ideal of a cultivated human being, as to its import, is more easily felt than defined; it is essentially aristocratic, since it can be realized only in a few. The American educational ideal is simple, concrete,

and democratic, to wit: An American citizen, healthy (in mind and body), and self-dependent in judgment and action."

As to the general treatment of the pupils' work, Dr. Dunker says:

"While with us the school frequently points out to the children the inadequacy of their work, holds them to the perfect solution of minor tasks with painful attention to all difficulties, and overwhelms them with difficulties and exceptions, the opposite practise prevails in the American school. Difficulties are avoided, mistakes passed by; frequently the pupils are given great tasks whose performance would exceed their power, and the school is satisfied with a childish treatment of the subject, and makes the impression upon the children that the problem has been fully solved. This results in quickness of judgment, self-confidence, superficiality and dilettanteism."

Dr. Kuypers, in his report, claims for Germany a large influence in shaping education in the United States: "But who will guarantee," he says, "that the pupil will not excel the master unless the parts are interchanged and the teacher begins to learn of the pupil?" He notes with approval the regard shown by us for the personality of the pupil.

"The right of personality," he says, "which constitutes so large a factor in American life, exerts a great influence also in the school; for American methods respect to an extraordinary degree the inclinations of the young citizen. From the choice of playthings in the kindergarten to the election of studies in higher schools this fact is noticeable."

The superficiality of the work done in American schools he notes as follows:

"It should not be overlooked that this feature is at the same time a manifestation of a certain superficiality that characterizes also the theoretical instruction.

"The inclinations of the child, that constant criterion of the American teacher, naturally seek breadth rather than depth. The same is true of the theoretical instruction. It is stimulating and many-sided rather than thorough. It loves the concentration of subjects and the natural connec-

tion of things, and is therefore not too desirous to keep from passing over into the spheres of other occupations.

The principles 'from the easy to the difficult, and from the simple to the complex' yield to the desire to be interesting, and often one is tempted to say, entertaining.

"Consequently, the spirit of enterprise of Young America, aspiring even more eagerly than the youth of Europe to new and great achievements, is given tasks which a systematic teacher of the Old World would introduce with a well-arranged sequence of preparatory exercises. It would miss at every step the all-sided thoroughness of work and the entire scale of formal steps; but also, on the other hand, the reverse side, namely, ennui.

"The aim is not to transmit a definite fund of knowledge, but the school would stimulate and show the way in which the young citizen can help himself in his further progress."

Other features of our schools that impressed Dr. Kuypers, were the following:

"Training for citizenship.—He is to become a citizen of a democratic state who is to extend his culture by his own efforts and to form his political judgments independently.
* * * This training for citizenship is not merely a subject for special instruction, nor merely like practise in the vernacular, an incidental aim of all other instruction as a matter of course; but this ethical education assumes also an objective form in the frequent cooperative work of groups of pupils of different grades in the same task in manual instruction, in which each one shares according to ability. Even in class instruction in the theoretical branches there is a phase of free common interest. This instruction consists more in a stimulating exchange of views than in an alternation of exposition and recital, of question and answer.

"In aim and method therefore the American elementary school bears, in a high degree, upon actual life; the Americans want a 'modern' school in the good sense of the word.

"Progressiveness.—He praises highly the efforts to guard the elementary school from becoming fossilized, and to adapt it as speedily as possible to the progressive require-

ments of the present; but condemns as fatal the abuse of utilizing the child for making experiments in methods and branches of instruction.

"Schoolboards.—In the practise of placing the control of schools in the hands of lay representatives of the people he sees opportunity to adapt the school to local needs and to stimulate interest and liberality on the part of the people, but warns against the dangers of party politics and against interference on the part of such school boards with the inner management of the schools.

"Home and school.—He praises the spirit of unity that prevails between pupils and teacher, the home and the school, but fears that it is too dearly bought 'when the teacher becomes a leader who obeys the pupils,' holding that, even in a democratic state, the school should be an absolute monarchy."

Dr. Kuypers summarizes his observations of the American School system in the following remarks:

"Points of excellence.—He enumerates as unqualified points of excellence in the American school system the following:

"The admirable development of the kindergarten and its organic connection with the normal school and elementary schools.

"The far-reaching possibility in the school organization of grading pupils with reference to attainments and without regard to age, and the practise of placing two grades or half grades in one class as a stimulus to ambition and self-reliance.

"The principle of gratuitous instruction and gratuitous material of instruction (text books, etc.)

"The relatively small number of pupils in individual class rooms, in spite of the rapid growth of cities.

"The education of hand and eye in manual instruction as a preparation for industrial and technical pursuits on the part of pupils who have less talent for abstract studies, and as enhancing respect for bodily labor.

"The tendency not to give a finished education, but to prepare for further self-culture after school life.

"The establishment of technical schools in universities and of chairs for the pedagogy of elementary schools and high schools, with practise schools connected.

"The requirement of high-school training for normal students, and the preparation of many normal teachers in higher schools and universities; the elevated and friendly spirit in normal schools; their character as experimental stations for new methods; the choice situation and equipment of normal schools, especially in their laboratories.

"The touch with academic and pedagogic science afforded to actual teachers, the zeal with which elementary teachers pursue cultural studies after graduation from normal schools, and the fact that opportunity for such pursuit is provided gratuitously.

"The annual official publications of the Bureau of Education concerning the status of education in the entire world."

"*Defects.*—As manifest defects the following are mentioned:

"The fact that compulsory education is not as yet universal, and is, in many instances, not sufficiently comprehensive where it does exist.

"The fact that there is no profession of elementary teaching.

"The excessive employment of women in the school service.

"The inadequate preparation of a number of district school teachers, many of whom have had no normal training.

"The inadequacy of salary and social position on the part of teachers, with the exception of those of a few cities."

To the utterances of his colleagues, in which he concurs, Councilor von Czihak, Berlin, adds the following:

"*Appreciation of public schools.*—He criticizes the inadequacy of the compulsory school laws in conception and execution, but adds: 'It would be wrong to conclude from this that the importance of public school instruction is not appreciated. On the contrary, there is in all strata of the people a firm belief in the value of this instruction, an eager desire for the best attainable school education. Politicians look upon the school as an essential factor in the social and political development of the state.'

"*An organic whole.*—And, further on, he adds: 'The organization of the American school system in elementary, as well as in advanced instruction, reveals a thoroughly considered and logical plan. The interlocking of the various grades of school surprises by its unity and simplicity, and

excels the organizations of European civilizations certainly in the ease of connection and transition between the elementary school, the advanced schools, the professional institutions, and the university.'

"Criticisms.—And again: 'There may be foundation for the criticisms that the American school carries too many and too varied subjects of instruction; that it is in too great a hurry; that it makes too many experiments; that it is inclined more to stimulate curiosity than to foster thought; that it is built more on the work of the teacher than on that of the pupil, and that, from our standpoint, many things in its work appear as dilettanteism. Many of these things may be connected with certain national characteristics, but they do not invalidate the fact that the American school is thoroughly in earnest."

The rapid and successful development of manual training in the schools of the United States elicited surprise and admiration from several members of the Commission. Thus Dr. Kuypers says:

"Manual training deserves special mention. At the time of the Philadelphia Exposition (1876) manual training entered upon its triumphal march through the American schools, and is still today the most popular subject of instruction. No other subject meets as does this the ideas of Americans concerning school education. Its highest development is found in special higher institutions—the manual training high schools."

Dr. Dunker says:

"This third kind of manual work has become a distinguishing peculiarity of the American middle school. It agrees thoroughly with the characteristic tendency of the American toward concreteness and reacts as a determining factor in the development of the character of the American people. To what extent it is cause and in how far it is effect it is difficult to determine."

"In order to prevent misunderstanding, this instruction in industrial manual work—the specifically American 'manual training'—should not be confounded with the German *Handfertigkeitsunterricht* (instruction in manual skill). It begins where the latter ends."

Dr. Dunker says furthermore:

"The leaders of this movement emphasize at every op-

portunity that their cause is only a matter of public education; that they want simply to educate; that they are not concerned with the future calling of the pupils as engineers, physicians, lawyers, merchants, or what not. Their schools, they claim, are not trade schools, fitting for certain occupations to be subsequently followed, but institutions for general culture, partly devoted to instruction in general industrial propædæutics."

This, indeed, Doctor Dunker designates as the essential distinction of American manual training as contrasted with German practise, a manual training that is held to be of equal rank with literary subjects and admitted in the required minima of lessons.

As to the educational value of American manual training in the middle schools, he adds elsewhere:

"This shopwork has much value for physical development and ethical education. It trains the eye and strengthens the muscles. Just at this period of development and uncouthness the mingling of muscular and mental work is beneficial and guards against much that is foolish and worse.

"Frequently when we met, cheerily working at the anvil or turning lathe, a class of vigorous boys to whom we had just listened in a recitation of Cicero or Schiller, or when we saw them eagerly engaged in drawing or modeling, the pleasure over their delightful creative doing was mingled with the painful feeling that they were not German youths we had before us.

"In this shopwork it is not possible to slight a problem, to dismiss a difficulty with a phrase or a half-understood word. The daily dealing with material things gives a knowledge of their nature and skill in their appropriate use, in their proper handling. Thus, while shopwork inculcates a sense of truth and a respect for the nature of things, it also lays the foundation for the cultivation of artistic taste.

"The manipulation of machines demands keen observation and quick and definite decision. The control of the natural force harnessed in the machine, the management of the tools and of the material give to the young man an assured feeling of mastership over the surrounding world of things, as well as confidence in himself and in the future. This feeling leaves no room for the world estrangement of paper-fed

natures, which at the same time keep timidly aloof from the world of things and haughtily look down upon manual labor. Instruction in handicraft by capable master artisans enhances, together with appreciation of manual skill, also respect for manual labor. And this attitude, which honors all decent labor, is one of the strongest supports of American greatness.

"Shopwork, in accordance with a fundamental but often forgotten educational principle, rests upon the native instincts of the growing human being. Not every boy of approximately middle-school age (Tertianeralter) is inclined to scientific studies, but almost every boy has an instinctive desire to create with the hand something concrete and tangible. To direct and cultivate this instinct must be the task of a rational education. Now, the advocates of manual training have always emphasized the point that they desire, by means of this manual training, to attract to the middle school pupils that are not drawn to higher culture by literary interests. Such pupils, who are not in themselves bad or mentally deficient, but whose interest can not be reached by a one-sided school, are found in all countries. With us they are kept in the higher, almost purely literary, school by the pressure of military privileges. Beginning with Quarta [the sixth class of the gymnasium, counting from the highest class], they embarrass the classes, vex the teachers, lower the standard of instruction, and therefore that of the entire school, become overaged, and secure at best the military privilege of one year's army service. If they turn out well in some vocation in later life it is in spite of the school, not because of the school. Very often, however, they enter upon practical life morose natures, without faith in themselves and their calling, without energy, without creative ardor, irritated against the school that failed to reach them. Of the best the school can give, of the desire for progress, of the yearning for more and higher things, they have not felt a breath; their culture has come to an end, but also for effective manual work they are spoiled.

"Just with such boys, lacking in literary talent or taste, the manual-training school aims to stimulate mental life with the help of the workshop. In wood and metal work, with tool and machine, they acquire skill and knowledge, which come to rest on a scientific foundation through the close connection of the shopwork with drawing, mathematics,

and physics. 'It is our aim to bring thought and labor together, to make the thinker a worker and the worker a thinker. Even in manual training the chief object is mental development and culture.'

The report of Dr. Dunker deals, also, with the question of text books, which are used far more extensively by us than by the Germans. His observations upon this point are most interesting:

"Text-books.—A peculiar place [he writes] is occupied in the American school by the text-book. It plays a much more important part than the manual with us. It is more constraining, obscures the personality of the teacher, and renders the instruction, therefore, in a measure impersonal. Originally the value of the text-book rested on the lack of good teachers. For this reason books were written that contained in readable form just the lessons to be learned. The activity, and frequently also the ability of the teacher was limited to the setting of tasks in the book and to the hearing of recitations. This is frequently the case even to-day; yet a combination of the text-book method with personal teaching is aimed at. In this as well as in other things necessity was made a virtue, and it is especially claimed for the text-book that the pupil must be trained to deal with printed matter free from the leading strings of the teacher—that man depends for progress in life on books and newspapers and must be trained early in their use.

"There lies a truth in this, and the best outcome of the method is that an extensive and good popular scientific literature has been created, and that the text-books refer to supplementary books and recognized authorities. This certainly enables the diligent and talented pupil with a large amount of free time at his disposal, with the help of the text-book and the perusal of supplementary matter, to progress much more rapidly than his less industrious and less gifted schoolmate. If the teacher assists him in this with occasional hints, advice, and special tasks, class instruction assumes thereby somewhat of the character of individual instruction. This combination of class instruction with individual instruction is favored by the practise of instructing in most instances two divisions in the same class. The diligent and gifted pupil of the lower division is thus enabled to do also the work of the higher division—to finish the year's work

in half a year—and to secure earlier promotion to a higher class. Thus a way is opened to the capable and diligent pupil. 'We give the bright boy a chance' is a principle which is often quoted in the school as well as in industrial life.

"Of course American text-book instruction is barred to us, but we should, nevertheless, consider ways and means to encourage independent and individual reading with our pupils. We should also not lose sight of the problem of promoting the capable pupils in accordance with their talents and inclinations. In all class instruction, particularly in Prussia, there is danger that mediocrity may crush talent. With us the average mark 'sufficient' (genügend) rules in school."

The greater part of the Commission's report naturally deals with art, drawing, art instruction, technical and industrial education. In general, the drawing taught in our elementary schools receives hearty approval, although differing radically in both method and treatment from that given in German schools. The report discusses the differences in much detail. It is not unlikely that our American ideas will hereafter exert a large influence in remodeling German teaching.

Councilor von Czihak has this to say:

"Uniformity of treatment.—A surprising feature in this subject of instruction is the great uniformity in its treatment from New York to California, and from the Canadian to the Mexican boundary line. Nowhere can drawing from copies be found; everywhere drawing instruction is built up on the basis of kindergarten work (so-called constructive work) on paper folding, stick laying, freehand cutting, clay modeling, weaving, and sewing, in accordance with an expanded Froebelian system. Everywhere there is drawing not only from nature and from objects, but also from memory, and even drawing from imagination; the sketching, e. g., of simple landscapes and designs is carried on, with help, it is true. This is accompanied in all grades with the development of the color sense and of the same for the values of tints and shades of the sense for rythm, balance, harmony and distribution of masses. It is an instruction of exceptional efficacy in the development of taste, com-

pared with which our drawing instruction in the elementary school [Volksschule] appears almost one sided."

Councilor von Czihak adds, however, "Either the current method followed in drawing (in the elementary school) has been too recently introduced to have had any influence, or it does not go deep enough in its effect, or our faith in the taste-developing force of the instruction in drawing is not justified. In any event, the United States is in this, as in so many other points, the 'land of contrasts.'"

In the report of Dr. Muthesius we find these comments on the drawing instruction given in our schools:

"Fundamental principles.—In the elementary school proper drawing instruction soon assumes a more definite form; but one point of view is never lost sight of, namely, that drawing instruction is concerned with an artistic activity. America lacks altogether those European points of view, that the children need at first, for the exercise of hand and eye, geometrical models for free-hand copying, or that, in order to become familiar with the various modes of representation, they should draw from copies. The American idea is, in the first place, to represent objects that are or have been seen, and, in the second place, as soon as possible to attempt independent artistic composition in small sketches and constructive work.

"Contrast with European ideas.—The old European idea that drawing and painting from nature are too difficult for the child, and that only the adult can be permitted to deal with nature—and he only after drawing from copies and dead plaster casts—has no place in America, and would be received there as a myth. Also the American children are given from the start all the means of graphic representation; they handle from the beginning brush and paints, crayon and pen. Also in this the American idea is opposed to the old European idea which considers aquarelle painting as especially difficult and to be learned only by older pupils.

"Drawing from nature.—In the majority of American elementary schools * * * drawing from nature is practised from the lowest grades on, and in this practise preference is given to plants and flowers, which are represented directly with brush and water color. The plant is placed at some distance from the group of pupils, and these attempt

to fix the general appearance of the object, partly without previous pencil sketch, in water color.

"Of course, if the pupils were required to render the object correctly in these drawings, many defects would be found, especially in the lower grades. The pictures are more or less schematic; foreshortening, the foldings of leaves, etc., are usually not represented. On the other hand, the freedom with which the general impression is fixed, and the taste with which this is rendered in color, are frequently surprising."

In his summary of impressions upon the teaching of drawing in our schools, Dr. Muthesius says:

"*Summary.*—In conclusion, Doctor Muthesius sums up his impressions in the general judgment, that 'in its general spirit and principles American instruction in drawing is excellent and worthy of imitation,' and adds:

"The results of the instruction, too, in the lower grades exceed all expectations. In the advanced grades, however, they do not wholly accord with this auspicious beginning. While the work of the children of eight or nine years is so admirable, the pupils of fifteen or sixteen often offer correspondingly little that is satisfactory. We should expect from the pupils of the highest grades that in drawing from nature they would have the ability to see form clearly and to apprehend an object accurately. But instruction has failed to develop a disposition to see clearly; the plant drawings of the sixteen year old pupils frequently present the same schematic picture as those of the lower grades. Manifestly, this is due to the fact that instruction wholly neglects exercises in accuracy. One is forcibly reminded of the desultory method of piano instruction that plays only parlor pieces without introducing the finger exercises necessary for the systematic progress of the pupil."

Several members of the Commission recorded their judgment of the drawing work done in our high schools as technically "inferior" to that done in our elementary schools.

Dr. Muthesius summarizes as follows:

"*Common school instruction in drawing.*—In spite of the many peculiarities of American industrial and art education, the suggestions which the European schoolman carries away with him from America are most prolific and persistent. The common school instruction in drawing was an

absolute revelation. There are here hints whose value can not be minimized by anyone. The whole matter is attacked from a new point of view. While current instruction in drawing in Europe was a transferral of academic principles to the children's school, in which the child as an intellectual organism received but little consideration, American instruction in drawing is linked in every grade with the natural instinct of activity of the child. It rests upon an intimate study of child nature. The results correspond with this sound fundamental principle. They can not even be minimized by the observation already made that the upper classes do not wholly fulfil what the lower classes promise. It would be a worthy task for Germany to organize this fundamentally correct system of education in such a way as to eliminate the imperfections it shows here. * * *

"America has opened new paths.—Both in drawing and manual training America has opened new paths and furnished an example for the whole world. The quick apprehension on the part of an energetic and practical people under the most flourishing conditions of growth has here vindicated the value of points of view that could scarcely have found consideration in the old, learned European world, hampered by theories and prejudices. The great importance of the two subjects lies in the fact that they have to do with the foundation of technical and art education. America has here, as it were, begun at the bottom, and, in view of this fact, it does not matter so very much that higher instruction is not sufficiently developed and matured.

"Perfection may be attained as soon as the general development demands it, the more so as an increasing desire for culture on the part of the people is linked with a lavishness in the employment of means and an energy in the carrying out of plans of recognized correctness which perhaps to-day are to be found in America alone.

"Industrial and art instruction being rapidly developed.—With reference to industrial and art instruction in America the general impressions gained in a tour of inspection will also apply: One finds no really finished cultural results, one is disturbed at every step by imperfections, and yet no other country today affords even approximately so rich a harvest of suggestions. Here a thousand germs await future development. Everything urges forward, as yet unhampered by reactionary tendencies; the unfinished and the

incomplete eagerly seek perfection. We find ourselves in the midst of the fermenting development of a still youthful people. All the deficiencies of youth are still there, but they are richly compensated by its points of excellence, by its enthusiasm, its cheering hope, the steadfast faith in its success."

Perhaps the most interesting part of the reports of the various members of the Royal Prussian Commission are those that deal with art instruction in its relation to our industrial development and the question of national competition.

With respect to the present conditions of industrial art in the United States, Dr. Muthesius has this to say:

"The prospect that German industrial art will at some day play a leading part in the American market is not precluded, seeing that the characteristic industrial achievements of America are as yet unpretentious and quite undeveloped. While, indeed, school instruction is laying a foundation for a certain artistic receptivity on the part of the American, the consequences of this instruction have not as yet been established in American industrial art. Furthermore, it is strikingly evident that the propitious beginnings of the transfer to America of the English industrial-art movement in Morris's time have not exerted a pervading influence. Evidently the English arts-and-crafts idea was too primitive and rustic for American feeling, so that the influence of England extends to only a small part of America's industrial product, more particularly to a certain kind of furniture, to ceramics, and to a few forms of metal work."

Dr. Muthesius seemed ready, however, to concede to us one respect in which art in the United States is pre-eminent.

"Woman's dress.—The American woman [he adds] is to-day without doubt the best dressed woman in the world. This is due in a large measure to the independence and high personal culture of American women. The English mode of the education of the fair sex and the universal respect for woman have been developed in America to a degree that brings to mind directly the Germanic cult of women in the middle ages. From this there has arisen a wholly free development of the character of woman, who, with clear

consciousness and high estimation of her own value, knows how to secure herself in her position. As one of the manifestations of this self-reliance, we must view the feminine dress. It differs from the dress of the Parisian woman in its expression of the self-consciousness of its wearer. While the Parisian dress is determined exclusively by fashion and the dressmaker, the dress of the American woman makes the impression that she has herself aided in its fabrication and that at all events, her personal taste and adjustment to her corporeal and spiritual individuality have had great weight therein. While the Parisian wears her fashionable dress coquettishly, the American woman appears in hers with self-consciousness and with a personal bearing that compels respect. Her dress is less eccentric and artificial. It has as a whole more unity and is better planned than the Parisian fashionable dress. Above all it gives evidence of indisputable taste in the choice of color."

The character of our industrial art instruction is set forth intelligently by Prof. Schick, as the following brief quotation from his report will show:

"The educational system of the United States of North America presents, like all else in this singular country, a character differing completely from ours. Its instruction is directed as much toward general culture as towards training in technical and art matters. And it not only differs from European systems, but it shows also the incongruous contrasts of high development and scarcely appreciable beginnings peculiar to every relation in the life of this country. But in one direction one great universal tendency pervades the educational work—the tendency toward the practical utility of what is learned. The amplitude and diversity of trade, the mighty development of the technical arts and of all factors depending on them, have brought it about that the whole American people is permeated by a technical spirit. And this technical spirit is revealed already in the public schools with their often magnificently equipped shops for wood and metal work, and their instruction in textile work and casting; it continues in the so-called high school, in the manual training schools, with their direct preparation for certain practical callings, up to the university. Connected with this, too, is the fact that great importance is attached to instruction in drawing, because drawing, on the one hand, is absolutely required in every technical vocation, and because, on the other hand,

it affords the best foundation *for the development of acuteness of vision for all external things in life. In this, too, it is significant that even the institutions that give the highest culture in drawing and in art generally, the academies, do not, as with us, pursue only the highest and ideal aims, but are essentially institutions for the training of illustrators of American journals and magazines, and are besides concerned, with few exceptions, with subjects of industrial art, such as pottery, bookbinding, and the like."

A feature of our American schools, wholly lacking in German schools at this time, namely shop work in our elementary schools and high schools, received considerable attention in the reports of the Commission. Prof. Schick is disposed to recommend its introduction, were it not that it would completely revolutionize their entire school organization. With reference to shop work in industrial art schools, the special professional instruction in most German classes (as in frescoing, modeling, wood carving, engraving, etc.) takes the place of shop work and is claimed to be in some respects much superior to the American plan.

On the same subject, Director Sellentin writes:

"The work in the school shops has the one advantage over the work in factories current with us—that the student is systematically trained and that the lectures can go hand in hand with the practical work * * * In spite of the short time [221 to 748 hours] it is possible to attain very satisfactory knowledge of work and manual skill, while the German factory students and volunteers [unpaid learners] frequently manifest an amazing ignorance of the simplest kinds of work. * * *

"The method, however, has the disadvantage that the student remains ignorant of the conditions under which the work must be carried on in the factories, and that he remains a stranger to intercourse with the workmen. A combination of the American and German methods—one year of shop practise in a factory before entering the school and systematic training in the school workshop during a three years' course of instruction in connection with the instruction in technology—might yield for the middle professional schools the most favorable results."

The report of E. Beil, Director of the Hardware and Cutlery School at Schmalkalden, who investigated particularly with reference to the iron and steel ware industry, contains much that is interesting concerning the influence of education on our industrial development.

The following remarks by Dr. Pukall of the industrial character of the American people contains much of interest.

"Character of American people.—On the 20th of October we entered upon our home journey on a Hamburg-American steamer. The picture that I was able to gain in so short a time [some six or seven weeks] of American conditions was only a hasty one, but yet sufficient to dissipate within me completely the current views of America and the Americans. In place of the heartless and unfeeling band of men, eager for exploitation and running after the dollar, that was supposed to carry on its wretched business in that country, I had found an industrious, progressive, amiable, infinitely hospitable people, and—as far as I came in contact with them—of child-like harmlessness. * * * At heart the American people are sound and above reproach. * * * The colossal extent of his [the American's] country and an imposing nature impart to all his enterprises a grandeur which does not exist with us in the same measure. The superabundance of natural and other resources invite exploitation, utilization, and study, and lead wholly of themselves to a magnificent industry. The American loves his country with every fibre of his being, and whoever praises it is at once received as a friend. It is true he is trained to this patriotism in the first place in the school, in a measure not found among us, but in a large part it has probably grown with him in his environment. And this love for his country is not the least factor that urges him to exert all his strength in order to make it great and beautiful, rich and powerful, excelling all the world. But it is also a sober-minded, healthy, and vigorous people that this soil brings forth, and which is formed from the blending of the numerous fragments of nations that stream together here, a people wholly fitted to undertake the above-mentioned gigantic task and to accomplish it at any cost. In this sense America is, indeed, the land of unlimited possibilities. It

is true, in many fields it is still behind Europe. About this there exists no doubt, but when we know with what energy the people work, with what zeal they study our publications, how they shrink from no expense in order to establish and maintain schools upon schools, experimental institutions, and museums, we also know that it will not be long until they will take their place at our side, not only as equals, but possibly, with superior power.

"German competition.—But what shall then become of Europe, what of our little Germany, that is not even of the size of Texas, when this as yet slumbering, but already on the point of awakening, giant arises? Yet we, too, are a youthful people. Our task will be tenaciously to hold fast the advantage that our older culture has given us over the Americans, and not to allow ourselves to be overtaken in the race; not to sleep upon our laurels, but to be vigilant. Not 'How can I make it cheaper,' but 'How can I make it better,' must be our motto, as it is that of the American. If our realm, in comparison with that of America, is too small and the resources of our soil exhausted, we must get what we lack elsewhere; the sea affords ways enough thereto. But we must also be strong enough that they be not one day closed to us. Our science and art, instead of lingering in the dreamy paths of ideals, must actively enter the field of public economy, the work of daily life, and bring forth things of value; then shall we achieve still greater and more lasting successes than those which, to the astonishment of all nations, our industries have just attained at St. Louis. Then for a long time there will be no need to fear America. A trip through the harbor of Hamburg is exceedingly quieting to one who returns from America oppressed by all sorts of doubts and fears. We are already in the fairest way of success; may we continue in it. 'Our future lies on the sea.'"

The report of Dr. H. Back deals almost exclusively with the training of industrial workmen. As this covers a field we are only just beginning to enter upon in our country, his remarks are most timely. After commenting on the character of American industries, the influence of machinery, the lack of efficient and skilled workmen, the decay of the old system of apprenticeship; etc., he described at length the

efforts being made in some of the larger industrial establishments in this country, as the Baldwin Locomotive Works, the Allis-Chalmers Company, and a few others to meet the demand for new methods and on the attitude of our trades unions toward industrial training he has this to say:

"Attitude of the trades unions toward industrial training.—Further on, he directs attention to the inadequacy of legal provisions in a number of states, both in their requirements and in their enforcement, and to the attitude of trades unions. Among the latter he finds, on the one hand, a desire to exclude insufficiently trained workmen, and, on the other hand, a tendency to keep down the number of workers in the different trades as much as possible. Nevertheless, he holds that they are earnestly interested in the social, moral, and intellectual elevation of their members. With regard to the regulations of a number of unions he adds: "It must be recognized that these regulations, issued by the workmen, might contribute to the stimulation of apprenticeship if they were everywhere observed. It is by no means certain that the motive for the regulations of the trades unions is exclusively a pecuniary one—and I have gained the impression that it is not so; it is quite possible to connect them with the establishment of a more perfect training of apprentices." As such desirable regulations, he quotes the clause requiring every workman to give professional instruction to the apprentices, and the one making it the duty of the foreman to see that the apprentice is trained in his calling to its full extent.

"On the other hand, 'it can not be denied that through the measures taken by the unions the hands of the business proprietor who depends on them are tied in the matter of the selection of apprentices; and that, similarly, he must feel as a limitation of his liberty the rule that differences between masters and apprentices must be submitted to the executive committee of the union.'"

On the work done in the few trade schools visited, he makes these interesting comments:

"The essential difference between shop instruction by a master workman [direct apprenticeship] and instruction in the workshops of a trade school is found in the fact that in

the latter the execution of pieces of work is preceded by thorough explanations. These extend to tools, their handling, and the manner in which the work is to be done. The instruction is systematic, and the pupil will make progress in his calling and gain new information with every new piece of work intrusted to him, which, unfortunately, is not always—today even very rarely—the case in direct apprenticeship with a master workman. The pupil is kept busy exclusively with work connected with his trade, and is not interrupted by matters that are wholly foreign to it, as is frequently the case in direct apprenticeship. For this reason, the time required for learning a trade can be materially reduced in the trade school as compared with the time fixed for direct apprenticeship."

On the subject of "manual training," Director Back shares the same opinion with his colleagues, namely that it is *one of the strongest features of the American schools*. "It exerts," he says, "an influence that cannot be overestimated upon the future development of industry and trades in the United States."

Director Back summarizes the results of his observations in the following language:

"In order to enhance the achievements of German industry, the institutions for industrial instruction must, more than heretofore, make it their concern to promote industrial activity, not alone by theory and technical skill, but chiefly also in a practical direction. Auxiliary sciences and a few accomplishments aiding the manual activities of the industrial worker, such as drawing, painting, and modeling, are no longer sufficient. To teach in the schools their practical application appears to me, after my repeated observations in America, to be an urgent need. The American, with his practical sense, soon recognized that education must aim not only at intellectual development but also, and prominently, at physical alertness at the training of hand and eye. Consequently, he has taken hold of and developed in noble fashion, in his technical and general system of education, the educational methods of the old world that seemed to him most suitable, such as sloyd and workshop instruction. In this Germany must not remain behind if she wishes to become a successful competitor in the world market.

"Therefore the German workman must above all be afforded sufficient opportunity for work in the workshops of institutions for industrial instruction in order that he may become familiar, among other things, with methods for the production of technically difficult and artistically refined work, as well as sufficient practise in such production. Not only his knowledge, but also his ability to do, must be lifted to a higher level, considering the inadequate trade instruction in Germany. This requires an equipment which is lacking in many of the German institutions for trade instruction, or at least is not of the character and extent met with in the more recent trade and technical schools of the United States. As to the workshops and laboratories of these latter institutions, they are, in their equipment in machines, apparatus, and tools, as well as in regard to hygienic requirements, excellent and worthy of imitation. They offer to the workmen, who, during the day, are engaged in earning their living, frequently under quite unfavorable conditions, places of real recreation for their school work, where the very surroundings stimulate desire for and love of work."

COOPERATION OF THE SCHOOLS WITH THE FREE PUBLIC LIBRARY.

School Libraries.—The arrangement entered into some two or three years ago, whereby any public school may become a distributing branch have been still further extended and perfected. As a result, fifty-three schools have become distributing centres. Books are sent to the schools in separate class room sets (libraries) and may be retained as long as desired. Each set (library) is graded and classified in accordance with the course of study from the lowest grade (3B) to the highest grade (8A).

The circulation and use for the past year is shown by the following statistics:

No. of separate school libraries.....	376
“ “ books contained in sets.....	14,813
“ “ times books used.....	94,943

Besides the foregoing distribution of books 424 copies of current magazines were sent to the schools which were circulated 5,554 times.

In June the following letter was sent to each teacher having a class room library, with return postal card for reply:

THE FREE PUBLIC LIBRARY, NEWARK, NEW JERSEY.

School Libraries.

Do you wish to have a school-room library this year?

If so, how many volumes would you like to have?

If you decide that you would like to have a school-room library will you visit the children's room and select the books you wish?

If you cannot do this, will you please check the books you wish on the catalog we send you herewith, and return it to us?

Please answer on the return postal.

If we do not hear from you by October 15, we shall assume that you do not care for a library this year.

We can add to the collection for your pupils a few books from the general library on history, travel, science, and similar topics. This would be more especially for your own use. Would you like them?

The libraries will be sent in order of application.

Yours truly,

M. L. GILSON,

School Libraries Department.

Newark, N. J., June 22, 1906.

NOTE.—By "a school room library," we mean a collection of from 25 to 40 volumes in a book case which we furnish, lent to the teacher for a term, or longer period, to be kept in her class room. A teacher who borrows one of these collections makes such use of it as she sees fit. She can lend the books to her pupils to take home, or use them only in the school room. They may be books suitable for home

reading or books suitable chiefly for use in connection with studies. All or any of the books can be changed from time to time if so desired. A teacher is responsible for the books to the same extent to which she is responsible for the text books used in her room and no more. At present our collections are suitable for grades 3 to 8.

Accompanying this letter there was sent to each teacher a carefully prepared list containing 1686 titles of the best books for children and youth. In addition to the foregoing, there was sent to each teacher a copy of a list of books for home reading included in the course of study for reading and literature in the Newark schools. Pupils could either go to the Free Public Library for these books or could borrow them from their class room libraries.

High School.—For high school pupils four separate lists were prepared and sent out in June with suggestions for holiday reading. These lists were classified and graded in accordance with the course of study prescribed for the high school.

Normal School.—Lists were also prepared for pupils of the normal and training school. This year there was included, also, in the normal school course a set of 12 lessons on the use of the library, which were prepared and given by the library assistant in charge of the school work. These lessons covered the following points: arrangement of books in the library, use of the catalogue, make up of a book with special reference to index and table of contents, Poole's index and readers' guide, a few reference books of special use to teachers, some government, state and city documents which teachers may get free and which are invaluable in class work, special lists as aids in book selection, A. L. A. catalogue, children's reference work, the care of books, etc. Each lesson consisted of a brief introduction followed by practice work on the points covered.

Exhibitions.—The library furnished most valuable aid, also, in still another way. It prepared exhibitions at the Free Public Library upon certain topics which were given prominence in the school work, such for instance as: feudalism and chivalry, American Revolution, American industries, etc. Reference lists were prepared on each of these topics. With the assistance of supervisors the dates when these subjects should come up in the schools were decided upon. The Free Public Library made a schedule of these dates and sent it to all schools together with carefully prepared reference lists. On or before the date of each exhibition at the Free Public Library, lists of references to books on the subject were sent to each teacher whose grade was concerned. The exhibition consisted of books, magazine articles, mounted lists of references to these articles, and mounted pictures reserved in an alcove of the reference department.

Bulletins.—Besides the foregoing, the Free Public Library sent out monthly an educational bulletin to teachers and others interested in education. This bulletin gave the titles and description of recent educational books added to the Free Public Library, and references to articles of interest to teachers to be found in recent magazines.

In general, it may be stated that the Free Public Library has been most generous in the use of its energies as well as of its funds in cooperating with the Board of Education for the good of the schools.

Mr. John Cotton Dana, Librarian of the Free Public Library, has made the question of public school and library cooperation the study of a lifetime. I doubt much whether any other city can show a greater development along this line of educational activity.

APPOINTMENT OF CLERKS TO PRINCIPALS.

In my report of last year I urged upon your attention the wisdom of appointing clerks to principals, especially

in the larger schools where so much of the principal's time is necessarily consumed in routine duties. I am glad that the recommendation met your approval and that several clerks to principals have already been appointed. In my recommendation to the Committee on Teachers, three classes of clerks were suggested :

1st. Teachers who have become through age, ill health, or otherwise, unfit to perform longer the duties of the class room, but who are able to perform satisfactorily the duties of a clerk.

2nd. Stenographers and typewriters who, though incapable of teaching, are otherwise well qualified to perform all the clerical duties required, and

3rd. Teachers of the highest qualifications, who could be assigned to perform substitute work in any grade or class and who could perform temporarily if necessary the duties of principal in case of his absence through illness or other cause.

Of the three classes of candidates, it seemed to me that the schools would be most benefited by the appointment of the third class in all cases.

To the Committee on Teachers, it seemed best, however, not to establish a rule which should exclude from appointment any one of the three classes. It was held that each particular case should be determined upon its merits. A rule was established, however, that no clerk should be appointed to a school containing less than twenty-five classes, unless for exceptional reasons, such as school of more than average difficulty to administer because of the arrangement of its class room, the number of its separate buildings, or the need of retiring a weak or superannuated teacher. In the selection and appointment of clerks, candidates have been selected from all three of the foregoing classes.

Clerks have been appointed in the following schools:

Normal & Training,	South Street,
High,	Hamburg Place,
Morton Street,	Newton Street,
Lawrence Street,	Eighteenth Avenue,
South 8th Street,	Bergen Street,
Thirteenth Avenue,	Franklin,
Central Avenue,	Seventh Avenue,
Elliot Street,	Belmont Avenue.
Charlton Street,	

Under ordinary conditions it seems scarcely necessary to appoint a clerk for less than twenty-five teachers. An active principal should be able to perform the clerical duties of his school and have time enough at his disposal to visit, inspect, and supervise all his classes. Much depends, of course, upon the energy and activity of the principal; also upon his *penchant* for routine clerical duties or his love for true professional work. We have principals who would devote all their time if possible to supervision of their class rooms, and who would leave their clerical duties to be done mainly after school hours. We have others who prefer to do clerical duties whose time would be almost completely occupied in the office whether a clerk were given them or not. To this last-named class it would be a waste of money to appoint a clerk. It should be distinctly understood by principals in all cases that wherever a clerk is appointed the principal should spend the greater part of his time among his teachers, visiting and inspecting classes, examining and teaching, and in general performing a kind of work for which he is professionally qualified. He should leave his clerical work to be done by his clerk; he should not consume his time and energy in the office directing his clerk what to do. A clerk who, after a brief experience, is unable to perform all the clerical duties of the office un-

aided should be promptly recommended for dismissal. It is not the purpose of the Board, I am sure, that two persons should devote their time to the routine duties of administering a school.

VISIT OF THE BRITISH TEACHERS.

This year will always be memorable as the occasion of the visit to the United States of five hundred British teachers under the patronage of Mr. Alfred Mosely.

It will be remembered that a few years ago, Mr. Mosely sent to this country a commission to study the industrial conditions prevailing in the United States. This commission made and published, upon its return, a most interesting report of its observation and study. The commission was so favorably impressed with the schools of the United States as an important factor in our remarkable success as an industrial nation, that Mr. Mosely shortly afterwards sent over to this country another commission made up of many of the best known educators of Great Britain. Like the industrial commission, the educational commission became convinced that our school system was an important, if not the most important, factor in our commercial and industrial progress as a nation. Upon its return, therefore, with so good an account of our schools, Mr. Mosely decided to send to the United States, for a somewhat protracted stay, a large number of selected teachers, about 500 in all.

Several of these British teachers have visited Newark and have spent a day or more at a time in inspecting and studying our schools. All without exception have expressed themselves as greatly benefited by what they have seen and learned. Our work has been compared favorably with the best work seen elsewhere.

It is to be hoped that another year a large number of American teachers, including several from our own city,

may find it possible to return the visit of the British teachers in order to give us a report of how their schools appear to us.

NEW OFFICES OF THE BOARD.

The completion of the new City Hall enabled the school department to move into its new suite of offices December 20th, 1906. The entire third floor front of the building facing Broad Street, with additional offices on the north, or Green Street end of the building, were allotted by the Commission to the use of the Board of Education. In addition to the foregoing, a large basement room in the south-east corner of the building was assigned to the Board of Education for its supplies; also, a large room on the fourth floor front for an auditorium and examination hall. On the whole, the Board of Education has fared exceptionally well in the assignment of space.

The principal room, intended to be used for general meetings of the Board whenever the Council Chamber is not available, is located in the middle front of the building, directly over the Mayor's office. Starting from this main room which serves as the chief waiting room for the city superintendent's office, the suite of offices running south is occupied by the secretary of the board and the superintendent of erection and repairs. The size and arrangement of these offices is such as to make it possible to do the business of the Board with convenience and despatch. Extending north from the main Board room is a suite of offices occupied by the city superintendent and his staff. These offices are connected by a private corridor running alongside the public corridor, greatly facilitating communication between the several offices.

The City Hall Commission deserves the thanks of the Board for the generous manner in which it has provided for all its requirements both present and prospective. It will be many years, if ever, before the business of the

Board will be of such magnitude as to embarrass it in the transaction of business because of inadequate office facilities. There can be no doubt that the affairs of the Board will be conducted more promptly in the new quarters than in the old, where there was great loss of time because of inability to systematize the business of the departments.

The change from the old to the new City Hall has enabled the offices of the secretary and superintendent to be separated; each now has its own staff of clerks and assistants, thereby avoiding the delays and inconveniences attendant upon their being obliged because of lack of room to employ a staff in common. The expense of maintaining separate office staffs will not be much greater; the general efficiency it is hoped will be greatly increased.

CONCLUSION.

In concluding this report, I desire to congratulate the Board of Education of 1906 upon the success that has attended its efforts to administer the school system of the City of Newark in such a manner as to win the approval of the citizens of Newark. The spirit of unity and harmony that has characterized your administration deserves, as it has received, the commendation of the whole community; but, most of all, your insight into the needs of the children and youth of our city, and your unselfish devotion to the improvement of the schools, are a cause for especial congratulation.

To the President of the Board, Mr. David A. McIntyre, and to the chairmen and members of the several committees of the Board, under whom it has been a pleasure to serve, and to my co-workers in the office and schools, I beg to extend my grateful appreciation for their helpfulness and cooperation.

Respectfully submitted,

ADDISON B. POLAND,

City Superintendent.

OBITUARY.

GEORGE C. SONN,

High School.

Graduate Newark High School, class of 1875.

" Yale College.

Appointed in Webster Street School, Sept. 1, 1880.

Transferred to the High School, April 18, 1881.

Appointed head of physical science department, Sept. 1, 1902.

Died, May 10, 1906.

At a meeting of the Board of Education, held May 11, 1906, the following resolutions were adopted:

"RESOLVED, That this Board does hereby express its profound sorrow at the death of Professor George C. Sonn, who for more than twenty-five years has served this Board as an instructor in the High School with exceptional merit and efficiency; his death being a serious loss to the school and the many pupils who have come under his charge; and be it further

"RESOLVED, That these resolutions be spread upon the minutes of the Board and a copy forwarded to the bereaved family."

L. LOUISE ELDER,

South Eighth Street School.

Graduate Newark High School, class of 1887.

" " Normal " " " 1888.

Appointed in South Eighth Street School, Feb. 1, 1889.

Furloughed, Sept. 1, 1903.

Died, July 10, 1906.

ELIZABETH A. STAMM,

Newton Street School.

Licensed, Sept. 23, 1905.

Appointed in Newton Street School, Nov. 1, 1905.

Died, Oct. 30, 1906.

SARAH C. MOORE, *Oliver Street School.*

Graduate Newark High School, class of 1893.

“ “ Normal “ “ “ 1895.

Appointed in Oliver Street School, Nov. 1, 1895.

Furloughed, Sept. 1, 1906.

Died, March 3, 1907.

WILLIAM N. BARRINGER, *Supervisor of Evening and Summer Schools.*

Educated in Troy Academy, Union College, Albany Medical College, Marshall Infirmary at Troy, and Rensselaer Polytechnic Institute.

He received the degree of A. M. from Princeton University, and the degree of Pd. D. from New York University.

Appointed Principal of Chestnut Street School, Nov. 12, 1866.

Appointed City Superintendent of Schools, Sept. 1, 1877.

Resigned as City Superintendent and appointed supervisor of evening and summer schools, Nov. 1, 1896.

Died, February 4, 1907.

At a meeting of the Board of Education, held February 25, 1907, the following joint resolutions presented by the Committee on Evening and Drawing Schools and the Committee on Teachers were adopted:

“WHEREAS, This Board has been called upon to mourn the death of William N. Barringer, who for many years was connected with the public schools of this city as principal, superintendent, and supervisor of evening schools and summer schools, and

“WHEREAS, The city of Newark has lost one of its most useful and beloved citizens, be it

“RESOLVED, That in the death of this faithful public servant and official, the schools of our city have suffered an irreparable loss. His lofty personal character, high sense of public duty, unbounded enthusiasm, wide professional experience, and rare knowledge and skill as an executive

officer have for more than a generation been devoted to the cause of education in the city of Newark. He entered our school system in his young manhood and consecrated to it all his powers during a long and successful career. He threw into its administration the enthusiasm and energy of a remarkably virile and powerful intellect. He made himself familiar with the best educational thought of the whole country, and sought to implant it here. Not content to be a mere follower, he attained greatness as a leader and became recognized as such among those of his profession. And, be it further

“RESOLVED, That, while we recognize and appreciate his greatness as an educator, we still more honor and admire his character and achievements as a good man and good citizen. His sympathy for childhood and youth were unbounded; nor was this sympathy partial or selfish; it extended to all classes and to all ages; all loved him as a dear friend. To be serviceable to the community in which he lived was the guiding and controlling impulse of his life.

“ ‘He was a man, take him for all in all,
We shall not look upon his like again.’

And, be it further

“RESOLVED, That as a Board of Education we tender to the bereaved family this expression of our heartfelt sympathy and sense of common loss. And, be it further

“RESOLVED, That these resolutions be entered in full upon the minutes of this Board, and that a copy suitably engrossed be forwarded to the bereaved family.”

REPORT OF ASSISTANT CITY SUPERINTENDENT.

SUPT. A. B. POLAND,

DEAR SIR:—In all our schools, there has been a commendable effort made to beautify the classrooms. Large sums of money have been raised by the teachers for this purpose, and their zeal deserves the greatest appreciation. It is very desirable that every classroom should be a model, and that its decorations should in no way interfere with the acquisition of a love for what is truly beautiful. The mere presence of a number of pictures, however, will do very little to create either admiration of pictures or enjoyment thereof. Every schoolroom should be an aid to the art development of the American nation, and it could be, if the pictures or casts that were trivial or unworthy therein were removed, and those remaining were well arranged. The art instruction of the country today places emphasis upon the laws of art, but there can be no good and permanent results from such instruction unless the children see these laws obeyed in their environment. The technical matter of spacing should be observed in arranging pictures on a wall as well as in placing a drawing on paper. The laws are universal and should be universally applied. It is common to use the nomenclature of music in the domain of art, and we speak of rhythm and tone and harmony. It would be a matter for congratulation if no false notes were ever struck in the attempt to decorate classrooms. There could never be one, if simplicity, propriety, and adaptation were always considered.

In a number of our schools the condition of the books is unsatisfactory, due to the fact that it is necessary to use soiled and torn books for a longer period than is reasonable. The books should be covered with paper, and these covers should be removed once a term. Our present usage is not to cover the books. Those with loose pages are used because the principals find it difficult to get a sufficient

number for their rapidly growing schools. The per capita appropriation is 90c for kindergarten, first, second, and third grades, \$1.25 for grades from the third to the fifth inclusive, and \$1.65 for the sixth, seventh, and eighth grades, based upon the average enrollment for the three fall months. It is a striking fact that a few schools do not exceed the appropriation. My observation is that they have an excess of grammar grades, and after having once been equipped they use the books until their condition is offensive. Nor do they use the books as contemplated for the best educational purposes; for instance, it is manifestly cheaper to read three times a third reader than to have three different books each to be read once. Those schools which usually have a surplus do not use the spelling books in their classes, and there are other like variations in management which cause the difference. The wear of books in the summer and evening schools is considerable, and the expense must be paid out of the amount allowed to the day school. I am convinced that the appropriation is at present inadequate:

a. Because a principal must supply all pupils enrolled, not an average enrollment.

b. The enrollment of every school in any one year is much larger than at the time for the computation of the appropriation.

I recommend that the per capita appropriation be increased and that its basis be the total enrollment.

There has been remarkable progress made in introducing more educational occupation for children not under immediate instruction. The cordial cooperation of Miss Eva E. Struble, Supervisor of Drawing, and Mr. Eli Pickwick, Director of Manual Training, has made the work especially meritorious. They have adapted their plans and have given the technical and detailed instruction to carry out the "Correlated Plan for Occupation Work," which I prepared and issued to the teachers. Nothing so clearly marks the progressive school as the method used to employ

the children. It clearly indicates the ideals of discipline which sway in the control of the school. Just now there are two conceptions of school discipline contending for the mastery. The first assumes that the natural energy of children should be repressed, or at least unduly restrained, that their spontaneous activity is symptomatic of degenerate human nature, that any manifestation of muscular energy means disorder and merits reproof. Another assumption is that children are bad by nature, that they cannot be trusted, that only by treadmill tasks can they be controlled. Where this attitude obtains the time of the children, when not reciting, is spent in copying lists of words or doing some other hack work. Under such conditions it is often impossible to hold the discipline of a class or a school without keeping the children constantly engaged upon written work, which is not only distasteful but stultifying and debilitating. The second attitude is opposite in character and manifestation. The assumption is that children are neither all bad nor all good, but that they possess the tendency to be either, as environment, occupation, and association react upon them. The time not used in the recitation is filled with some form of pleasurable activity that is in some way related to the subjects of instruction. The making of things is but a step from the games which children invent and play when free to do as caprice may suggest. The appeal is as strong to the child nature and the pleasure and exhilaration are as great. The discipline of the class or school where this belief is held is less rigid and more natural. The second attitude is the result of the most modern conception of education, and it makes the school life of the child as real and as vital as his life at home. It is a cause for congratulation that the second conception is unmistakably held by a larger number of our teachers than is the first. The increase of the manual work and the use of drawing as a means of expression are very gratifying and their extension is a hopeful sign of progress.

Each succeeding year the work in the schools increases. That required of the 6th, 7th, and 8th grade teachers is too onerous and the pressure is greater than is reasonable. The teachers in the high and normal schools have four recitations a day and a vacant period in which to examine papers. The amount of preparation for their recitations does not exceed that necessary for the teachers of the elementary grades mentioned, because these teachers have, at least, a dozen subjects in all of which they must be proficient, if they are to teach satisfactorily. The manual training department has special teachers for its work, and there should be special teachers employed to relieve the regular teachers of the instruction in music and drawing. This would lighten the burden considerably, and it would give needed assistance to the supervisors of these respective departments. In almost every building there are teachers who have special aptitude for these branches, and if one teacher was assigned to every six or eight buildings to give her entire attention to them, and the class teachers were freed from the strain of preparation for these special subjects as they are from the instruction in cooking and manual training, the needed relief would be afforded.

In connection with this proposed scheme, I wish to call attention to the discrimination against teachers of the 6th grade in the matter of salary. They have the same subjects to teach as the 7th grade, and as much labor in the way of preparation and the examination of papers; yet the salary as scheduled is smaller. In my opinion they should be first assistants and receive the salary of that rank.

The usual grade meetings were held during the year as near the beginning of each term's work as possible; that is, the first set in February and March and the second in September and October. These meetings are of two kinds; the voluntary and the obligatory. The voluntary meetings are held by the various supervisors for instructing teachers in the subject matter of the special branches of the cur-

riculum. They are not excelled in efficiency and value by any other means within reach of the teaching corps. The classes conducted in this way have been attended by ambitious teachers who have enthusiastically availed themselves of the opportunities offered for improvement. The obligatory meetings are necessarily different in purpose. Their object is to give an authoritative interpretation of the course of study as a means of unifying the school system. After each subject is outlined as to purpose and method and explanations and detailed suggestions are given, it is not unusual for samples of work to be shown in order to give the teachers standards, nor for a class to be taught to illustrate the best manner of presentation.

During the month of November there was held in the Free Public Library an exhibition of geographical material collected from the schools of the city. The aim in giving this exhibition was not to show the work of pupils but to illustrate the course of study and to suggest its possibilities to the teachers. The present course has been in use for two years and it seemed to me very desirable that a general view should be given in order that its purpose and possibilities might be clearly apprehended. Every classroom teacher is seriously handicapped in the presentation of her subject matter by the fact that she does not see her work as a part of a great unity, and sometimes the presentation is made without a clear understanding of the purpose and the results to be achieved by the instruction. The exhibition was very successful not only in showing the scope, the purpose, the important topics to be emphasized, the method of treatment, but in the stimulating effect that it had in creating interest and awakening a desire to excel. Thousands of children from all sections of the city and a large number of teachers visited the exhibition, and I feel under obligations to the Free Public Library for the cooperation and assistance which was accorded me in giving this opportunity to the schools.

There has been one fundamental error in the geographic teaching since the great revolution in this subject. The revolt against sailor geography has caused less attention to be given to the location of places than to the physiography of countries and to the relations of man to the earth. In connection with all the testing that I have done in geography I have been interested to discover what some of the weaknesses the new method of treatment has engendered. The greatest is the haziness of pupils in the location of even the most prominent cities and countries. To say that Manila is in the Pacific Ocean and that Germany is a country of Europe is to give the general type of reply to questions of information. Since there is no other subject responsible for the location of places, the geography fails if this phase be not given the proper attention.

It is my ardent desire to have more illustrative work done in teaching geography than has heretofore been possible. Several of the principals are in accord with my wish to have the lantern used as a means of instruction, and preparations are in progress for equipping the schools in an adequate manner to do this kind of work. I recommend that a circulating collection of lantern slides be made, and that a definite system of exchange be inaugurated as a part of our regular educational work. A collection might include from seventy-five to one hundred views, and in the exhibition of these views, in a dark room to be equipped in the school building, two classes studying a given country might be brought together for one lesson period. Such an innovation would not necessarily be expensive provided the system could be adopted by the Board of Education. If left to individual initiative, it would be unsatisfactory.

Much of my time during the last two years has been given to revising, reorganizing, and adjusting the course of study. No new subjects have been added to the curriculum, but those already authorized are more definitely planned. This has been made necessary, because the course

formerly in use was too general in character. Some valid arguments may be advanced in favor of such a general course, but it is clear that it must be supplemented by a syllabus of sufficiently definite and detailed material to prevent waste of time and effort. Such syllabi were never prepared by the supervisory authorities nor by the principals of schools, except in one or two cases. As a result the teachers did little or nothing in several subjects, an example of which was nature study. In this and in all subjects, many and important changes have been made. I do not claim that this work is final in its character, because every branch of knowledge in these days of rapid advancement is like a flowing stream. To fix the limits of any one would cause stagnation.

City schools are unfavorably located for the most satisfactory work in elementary science. Schools in the suburbs have the opportunity to note the birds and insects in their habitat; those in the congested urban districts can have, as a rule, only the dead specimen near at hand. To supply the need for such specimens the Board of Education rented from the American Museum of Natural History fifty cases of birds, insects, corals, and woods, and their use has been very helpful. I hope to see the time when in the yards of our schools there will be bird houses, rabbit hutches, and other equipment for the care, protection, and observation of living animals. The study of plants includes the germination of seeds, the observation of the growing plant in the window boxes, and the keeping of a school garden. The manual training department has begun the construction of germination and insect boxes, and I recommend that there be established at least four large school gardens in as many different sections so that there may be proper facilities for doing the proposed work.

My directions in the grade meetings were that a half hour per week should be given to formal nature study. The teacher was left free to arrange the time as she might wish

as well as the selection of the order in which she should present the subject; for instance, if she preferred to teach the physiology and hygiene required by law at the beginning of the term and the other subject matter near the close, or vice versa, it was allowable. The truth of the matter is, however, that the work given in the specified period is not the most valuable. If this work be done as it should be, the interest of the children will be sufficiently great to cause them to bring in specimens, to write compositions, and to manifest their increasing pleasure in many other ways.

There are certain phases of elementary science in grades below the high school that cannot be successfully taught by the regular class teacher, for they require expert knowledge. It would be unreasonable to expect that the class teacher with many subjects and many practical difficulties to contend with should possess the scientific information required. It would be a good plan to have, during the coming year, a series of lectures to be known as the Children's Course. In working out the details of this course, four different schools in as many different sections of the city, might be used as centres. The schools best fitted are the Belmont Avenue, the Avon Avenue, the Franklin, and the Hamburg Place. All of these schools have fine assembly rooms, and they could be equipped at small expense with electric lanterns and other necessary apparatus. The lectures should be on such topics as the economic value of trees, poisonous plants, insects that are enemies of man, and animals useful to man. These lectures could be held at a quarter of four in the afternoon, and the classes of a given grade with their teachers from all the schools in the neighborhood could be brought together in the one building. It would be desirable to have these lectures for the purpose of instruction and not entertainment, and it might be well to have it understood that they were meant to supplement and amplify the work in elementary science.

In order to give our teachers the opportunity for more adequate preparation, a course of lessons in several different subjects was arranged during the year at a very slight expense. The first course was in mineralogy and geology, given by Professor Ray T. Whitbeck, of the New Jersey State Normal School. The course consisted of field as well as laboratory work. The second course was simple experiments in physics given by Professor William Wiener of our local High School, and the third course in plants and animals, given by Miss Caroline E. Romer, also of the local High School. These courses were very successful and proved popular with the teachers. It is unfortunate that the teachers were under the necessity of paying the expense themselves. It seems to me, in view of the fact that so much money is spent for the education of adults by means of the popular lecture courses, that it would be entirely proper and just to arrange courses in biology and the other sciences for subsequent terms to be paid for by the Board of Education. We could then oblige all teachers to attend the courses, and in a couple of years the chief difficulty in the way of success would be removed. As it is now, each teacher paying the required fee, only the ambitious are willing to incur the additional expense of preparation.

An adjustment of the course in language has been made after several years of trial; the suggestions made by the class teachers have been given preference over any mere opinion or theory. They thought the organization of the material was not satisfactory inasmuch as a topic was introduced in one grade and not subsequently treated in grades immediately following, and that too much was required. In many classrooms some of the work assigned was not even attempted, this being especially true of the rhetorical topics. The general purpose of the course has not been changed although it now seems less ambitious than heretofore. The acquisition of good language habits through correct use, the constant practice of the techniques of form, the study of

grammar and composition in contradistinction to aimless written exercises without proper outlines, are still distinct ends to be reached.

The main difficulty in the language teaching of our schools is the lack of ideas to express, for which no embellishment of adjective or sonorous phrase can be an adequate substitute. The reading and memorizing of selections of real literary value and the study of elementary science are designed to supply or to suggest ideas. The expression should be cogent, clear, incisive rather than discursive, grandiloquent, or forced. It is a reason for regret, in my opinion, that the oral use of language is not sufficiently encouraged. Expression in all studies is fundamental. Those schools which give proper attention to this important fact are developing more power in the children than those which are neglecting their opportunities. Such expression should be considered essential, not incidental. In grades below the 4B, too much written language is attempted at one time. Some compositions are written in sections on different days. It would be better to do less than is now done and to do it in a more creditable way. The technique in written language should be as near correct as possible, but young children should not be overwhelmed or taxed unduly, nor should the same composition be written and re-written until it is memorized, in the effort to get correct form. The form is important; it is a worthy aim in itself, but the effort required to get it should be lessened by a reduction in the amount of the written product, allowing it to become longer as age and attainment in knowledge warrant. The schools are not entirely up to grade in grammar, but they soon will be, if the present rate of progress is maintained. The spelling as shown in the composition papers has been a matter of considerable interest and of some investigation on my part. The schools vary considerably in efficiency in this respect, and I have been interested to find the contributing causes. One is the use or non-use of the spelling book. Those

schools which adhere to the hit-or-miss method of selecting the words from the different subjects of study have the poorest spelling: those which use the spelling book for their vocabulary words and add a supplementary list taken from the various subjects have better spelling in the written work done by the pupils. I have requested the teachers to present words to pupils in a solid and not in the syllabicated form. The custom has been to arrange them in the latter way on the blackboard and to mark them diacritically for the spelling lesson. This is properly an exercise in pronunciation, but not in spelling. The mental photograph should be of the word as a whole without any accessories; syllabication being an appeal to the ear should be done orally.

It is my belief that the unsatisfactory condition heretofore existing in the instruction in arithmetic has been due largely to the custom of experimenting. Such experimentation has not been confined to the city of Newark, but has been general throughout the country. The many supposed improvements have failed to give satisfaction in this much discussed and supposedly most important subject of the common schools. It is my belief that the new form of activity should contain more of common sense and less of any theoretical doctrine. The public persistently and rightly demands results. The fundamental operations are likely to remain and to continue to be important. There is no other subject wherein either they or the Arabic notation is likely to be taught, and the instructor in arithmetic must be guided by these considerations. There also has been an attempt made to force young children to reason before their immature minds were capable of understanding mathematical relations. With these facts in mind there is little effort made to have children reason beyond their capability in grades below the 4B. Emphasis is placed upon the notation and the conquest of the five fundamental operations of addition, subtraction, multiplication, division, and partition. These afford sufficient difficulties for the little ones, espe-

cially in view of the fact that we are aiming for accuracy and reasonable speed in their performance, and for the perfect memorization of the fundamental tables after they are developed, so that there may be economy of time in intermediate and grammar grades. Below the 4th year, however, there are one-step problems given to the children for the purpose of creating the necessity for them to decide which operation they must select. These two phases of work must go hand in hand, and the children must be made independent in each. In the 4th grade, the two-step problem is introduced by means of a series of type problems which has been given to the teachers; throughout this term, it is expected that the teachers shall work with the children, showing them how to attack the problem under the terms of *given*, *required*, and *solution*. To train children to attack problems without the necessity of experimental figuring or waste of time is very important. They are also taught to omit all extra lines, figures, written statements following each step in the solution of a problem, and all else that tends to make the work slow. In place of so much composition work connected with the solutions, there should be the oral explanation, emphasized strongly in the intermediate grades. This saves time, trains the children to use language accurately, fixes the processes, and gives the child independence and power. In the 7th and 8th years, we should work for results and if pupils come to those years, having been properly prepared in the previous grades, they should be able to work speedily and accurately, and to reason with ease. The test for accuracy issued each term has had a marked influence on the schools, and each succeeding semester the results are more and more gratifying. All the adjustments and plans recently made seem to be working well.

The changes made in the history course are proving advantageous. The adoption of new text books in English history for use in the 8th grade added much needed material. The books are excellent, and form an equipment unusually

desirable. The lack of a text well adapted to the required work in this subject in this particular grade has been wasteful in the extreme. In some schools the material was gathered from many sources, a time consuming necessity and a poor plan, if the child is to have an articulated and related knowledge of the subject. To study history in a manner that fills the memory with a great mass of unrelated facts without proper sequence or clearness is as fatal a mistake as to memorize the exact language of a book. A few years ago this verbal acquisition was prevalent, but the reaction introduced the university method and the original research. The results in our 8th year were not as satisfactory as the advocates of the method would have us believe. As a theory, it is not only beautiful but inspiring. There is some value, of course, but it is lessened by the lack of a proper basis. Such a basis is the intensive study of a good book. Upon this foundation we can build surely. We can amplify by means of several books, each written from a different viewpoint and each contributing to the clearer apprehension not only of events themselves but of their relation to other events. We can use all that oratory and literature contribute by way of illustration when there is such a proper basis to which it can be related. It is a satisfaction to know that history can now be so taught in the 8th grade. Two years ago there was no definite assignment of history work in the fifth and sixth grades. What was done in one grade was repeated in the next, and the work was different in each school. The custom was to put a few history questions in the examination in geography. This plan has been discontinued. There is now no written examination in history below the sixth year. During the last three years in the elementary school, it is not only of great importance that the child shall acquire knowledge but that he shall memorize some of the very important dates. There has heretofore been too little attention given to this phase of historical study. As a result, the children are confused, their notions of events are often incorrect,

and hence the instruction has been less efficient than was reasonable to expect.

In conclusion, permit me briefly to call attention to several matters of importance in the educational work of the city. The first is the number of children who are below grade. I have recommended to some principals that they have the clerks, in their leisure time, give special individual instruction, not in classes but in small groups, to these children. The second is the increasing influence of the official tests in creating standards of scholarship and in unifying the school system. Much care has been given to the preparation of papers and the stimulating effect has been very gratifying. In most of the schools they are used as examination papers should be—as a means to an end. The third is the successful experiment of giving a course of lectures to the teachers in the subject of psychology. Dr. James Lough, of New York University, the lecturer in charge, has aroused much enthusiasm by his remarkably clear and able presentation of his subject.

Respectfully submitted,

DAVID B. CORSON,

Assistant City Superintendent.

REPORT OF GENERAL SUPERVISOR.

SUPT. A. B. POLAND,

DEAR SIR:—In accordance with the assignment of the superintendent, my time is largely devoted to the problems of instruction, and in my report on subjects and methods are included only those administrative features which to a considerable degree determine effective teaching.

MATERIAL EQUIPMENT.

It is gratifying to note the superior features of many of the new class rooms, and it is to be hoped that in the future even more attention will be devoted to differentiating rooms designed for special classes, in which event a kindergarten room, for instance, will have in addition to all the common characteristics of the best modern class rooms all the particular features necessary to make an ideal room for this specific purpose. Among the many obviously needed improvements in the old buildings is the extreme need of better heating facilities in the Camden Street kindergarten; better blackboards in scores of primary rooms; and some means of inexpensive but artistic school room decoration which shall not be a drain upon the salary of the teacher.

In this connection I regret to state that while many school buildings are always found in excellent order several are not kept creditably or even passably clean. The house keeping of the class room for which each individual teacher is responsible ranges from very poor to that which deserves the highest commendation. This condition is, of course, largely due to different standards and habits, but in some instances good house keeping is extremely difficult owing to a lack of suitable cabinets for materials. The low aesthetic and ethical tone naturally resulting from this lack of neatness and order, is further induced by the necessity of using books that are torn and soiled. This frequent unsatis-

factory condition of the books is partly due to an inadequate supply and partly to the fact that several first year books are so poorly bound that no amount of care will make them last long enough to repay the sum invested.

For the new kindergarten supply list and for the reading leaflets much appreciation has been expressed by the teachers. Although the supply of leaflets was not quite large enough to save inconvenience, marked advantage has resulted from that allowance. There is still great need of more varied occupation material, illustrative pictures, reading leaflets, and good books.

ASSIGNMENT OF TEACHERS.

In regard to the assignment of teachers sentiment has improved to a greater degree than practice. Many principals will declare that "the start determines not only the direction but the destiny," and, in the event of a first year vacancy, almost every principal will ask for a successful teacher, but there are few principals who will refuse to place a weak teacher in the first year and few who will not remove a good teacher from the first to a higher grade under the impression that "the school as a whole is benefited." As a result of this practice, I find that of fifty-eight elementary schools forty-four have weak or inexperienced teachers in the first year, and any attempt to make the work of such a school entirely creditable is comparable to an attempt to build a house upon sand.

By a weak first year teacher I do not mean necessarily a failure or even a poor teacher, but rather one who is not by temperament or training fitted for the grade which makes the heaviest demands. For, in addition to all that is essential to good work in a higher grade the first year requires: more patience with undisciplined minds and bodies; more resourcefulness in providing occupation for little ones who are yet to be made self-reliant; more of the play spirit; more

of the maternal instinct; a finer knowledge of psychology and method; and an infinitely greater power to inspire. In other words a pedagogical law relating to early education is analogous to a physical law which declares that a stronger force is required to generate motion than is necessary to perpetuate that motion. The welfare of the individual teacher is as much at stake in the adjustment of this matter as the welfare of the pupil or of the school as a whole, because a teacher who in a first year cannot possibly excel a rating of three, may very easily deserve a rating of two or even better in a second year class made up of pupils who were properly taught in the first year.

If, however, we cannot hope for a more rational treatment of this vitally important matter, then our training should be adapted to existing conditions rather than to right conditions. If we frankly adopt the policy of giving the most difficult grade of the primary school to young students fresh from the Normal School, if we trust the most critical period of mental development to wholly inexperienced teachers then, we should at least have in our Normal School enough first year classes to supply all graduates with some first year training. Such a course would prevent the conditions now existing in some schools where there are recent Normal School graduates who have not had one day's practice in the 1B grade over which they are bravely struggling.

A decided gain has been effected in some schools where the first year teachers are adapted to their work by having the pupils remain for one year with the same teacher. Obviously this plan is not desirable for classes hampered with weak teachers, but under the conditions described the plan has great advantages.

GRADING AND GROUPING.

As a result of the united effort of superintendents, principals, and teachers, there is marked improvement in the

grading. Unfortunately it is still possible to find classes in which a half dozen pupils are in attainment and power so much below the average of the class that without special lessons the six gain nothing. Although many unselfish teachers are willing to assume the burden of an extra group, it is at once apparent that this procedure is costly and should be adopted only as a last resort.

There is much evidence in support of the theory that the greatest economy of time and effort as well as the greatest good of the individual pupil is secured when the pupils of a grade are on the basis of attainment and power divided into high, low, and medium classes. Dr. Meleney, Associate City Superintendent of New York, in his report for 1905 makes a strong plea for this plan of more nearly adjusting school conditions to the needs of the pupil. There are, he says, in every school at least three types of pupils: superior; normal; and sub-normal. The first can become scholars; the second can secure a good degree of attainments and culture; but the third must be operatives. Nothing is more absurd than to expect the same amount and quality of work from these pupils unequally endowed and widely differentiated further by the accident of environment and physical condition, and to condemn the separation of such pupils for different standards of work on the ground that such distinctions are not democratic or humane, is, as Dr. Balliet forcibly says, "to be more democratic than the Creator."

An excellent concrete case in point is the experiment made by Miss Haslup of Pueblo with an average High School class set to individual study and recitation (no home work) in Latin. At the end of one hundred days, many pupils had read ninety chapters, while many others had read only forty-five chapters. The slowest pupil at his best effort read forty chapters, while the brightest pupil read equally well in the same time one hundred and forty chapters. If these pupils had all been dragged over, say, eighty chapters, the result is easily but not happily imag-

ined. This instance vividly illustrates average class conditions and further suggests a vital cause for the fact that so many pupils drop out of High School. Our 1B teachers not infrequently find that of forty-five pupils entering at the same time with the same kindergarten preparation, one-third will in five months read fifteen stories, one-third will read nine stories, and the lowest third five or less. In all of these classes individual differences are to some degree recognized and provided for, but in large schools where the several 1B classes are graded, as well as the pupils of a class, each pupil may have as many as eight instead of three opportunities to find his particular point of attainment and rate of advancement, and as a result of having two groups instead of three or four the teacher can give to her class about one-third more time and effort.

For several years this method of grading has been discussed and condemned by those who never tried it; in some schools the plan has been faithfully tried and declared desirable, but finally abandoned because of sympathy for the teacher of the lowest class; several schools have with more or less exactness continued this grading to the seeming satisfaction of the principals and teachers. Recently some principals who discarded the plan have returned to it with the conviction that it more nearly affords co-equal opportunity for all; that it enables the slow pupil to proceed according to his talent without mental confusion or discouragement; and that it enables the bright pupil to gain time without the deplorable expedient of "skipping a grade" and thereby forever losing important parts of the school course.

Again, the highest good of the individual does not seem to have been realized for the older foreign pupil who comes to school for a year or two before going to work. Large numbers of these pupils are placed for longer or shorter

periods in successive lower grades beginning in some instances with the kindergarten. The advantage of this plan lies of course in association with English-speaking pupils, but this benefit is costly because the foreign pupils with considerable education and maturity of mind are in each grade limited to the simple thought and slow rate of advancement necessary for very young pupils. Far more satisfactory results have been obtained in schools having foreign classes in charge of skillful, sympathetic teachers.

A source of constant distress to 1B teachers is the beginning pupil who enters at any time during the term. There is, of course, no question about the disposition of such pupils in small schools, or in schools where the classes are graded, but in many schools these pupils are equally distributed among the 1B classes and, in consequence, each teacher is constantly reorganizing her class, and she is forever vainly attempting to define her duty toward conflicting interests. May she neglect the few newcomers for the many who have hopes of promotion, or must she give to three or four the effort and time required to teach twenty? Much less friction is felt when these pupils are all assigned to one teacher, who then constantly maintains a beginning group of reasonable size. If it were possible to rule that beginning, 1B pupils who failed to enter during the first month of the term can thereafter enter only on the first school day of each month, little, if any, loss would result to the pupils and infinite gain would be afforded the teachers.

Great opportunities for growth are, in my judgment, afforded by: a closer adjustment of school conditions to individual needs; special classes for foreign pupils; special classes for all deficient pupils; and special classes for beginning 1B pupils who enter for less than a term; but, on the whole, higher and more definite standards of classification are faithfully maintained.

DAILY PROGRAMMES.

During the year I have examined many daily programmes or time schedules. Some of these have good features, but others suggest the need of more thought concerning the relative value of subjects; the best psychological and physiological sequence of subjects; the laws of brain fatigue; and the distinction between exercises which deal primarily with form, writing, spelling, etc., and exercises which have cultural value. Recently I have distributed several programmes which are intended to be suggestive—to serve as a point of departure for those teachers who are allowed to make their own programmes.

On the pedagogical side my effort of the past year has been to secure greater unity of aims, materials, and methods based on broad, generally accepted principles of education, and at the same time to encourage all possible originality on the part of teachers who have creative ability. The generosity of those who control supplies enabled me to offer all schools the material for English teaching which was selected and arranged as the result of careful experiment in eight schools. All but seven schools now use the same material as a *basis* for 1B work with a choice of supplementary material which is limited only by the authorized list, the funds of the school, and the universal tests of good child literature. As a result of unifying the material we have an opportunity for comparison which is already exerting a strong influence for good. Then, too, the *bête noir* of our schools, the pupil who is constantly moving, can enter almost any school without great loss of time and discouragement. In this connection it is interesting to note that in the seven schools which have conservatively clung to the old formal methods the pupils begin their English study with five different kinds of material and with four different methods.

With the hope of making the first year work more definite and less arduous for the teachers, I have distributed outlines which give in considerable detail the course in reading, phonics, and language. These outlines are, of course, to be modified according to the needs of the individual school. Very soon I expect to complete this work through four years for the two schools thus assigned to me, and to make for the first year similar suggestive outlines for occupations, nature, games, and pictures.

READING.

In three classes taught by inexperienced, untrained teachers a fair term's work was not done; in a few classes where everything is present but joy and enthusiasm results were mediocre; but in a majority of the 1B classes the amount of work done was double that of last year. This gratifying gain is partly due in the expressed judgment of the teachers, to the new material, and it is partly due, in my judgment, to a decided growth on the part of the teachers—to a better grasp of the psychological principles underlying the work. There is, moreover, a marked gain in the aim and the quality of the work. Failures on the spiritual side are now due to a lack of literary insight rather than to the settled conviction that early education must be limited to the acquisition of abstract, meaningless forms. We still need: a greater variety of reading material; much more skill in developing reading *power*—the power to interpret, to reflect, to apply; and the ability to establish right habits in the exercise of reading power; but I am grateful for the sight of thousands of little faces shining over Andersen, Carroll, Hawthorne and Ruskin.

LANGUAGE.

In many but not all schools the oral language is greatly improved. With the exception of a few schools progress in written language has been very slow and the results are

by no means comparable to the results in reading. Written language has not been urged for the following reasons: time was required for the teachers to become familiar with the new reading material; there is a general belief that written language belongs to a higher grade; and the blackboards of many schools are unfit for the initial work. Owing to the lack of effort on this subject, much of the first year penmanship is exceedingly poor. Those devoted to form may easily attribute this condition to the lack of formal writing lessons, but the opposite faith is strengthened by the fact that the teachers who followed the language plan secured excellent penmanship with the added advantage that their pupils had something to say. During the coming year I hope to complete outlines which will make this work more definite and the results more satisfactory. In this attempt I am encouraged by the fact that several teachers have easily done the work, and the possibilities of the plans are thereby forever demonstrated.

OCCUPATIONS.

The greatest gain in school subjects other than reading is to be found in the occupations. Both as a matter of industrial training and aesthetic development this work has made rapid advancement. For this gain much credit is due the departments of manual training and drawing, and the several teachers who have introduced exercises remarkable for their power to attract as well as for their educational value. My September grade meetings were almost wholly devoted to the occupation problem, and in the immediate future my effort will be to secure the development of greater artistic value and a closer correlation between the occupations and the other subjects.

KINDERGARTENS.

The constant, rapid improvement in the kindergarten work is forcibly illustrated by the fact that for more than

a year there has been from the 1B teachers no complaint of the kindergarten promotions. Formerly dissatisfaction was expressed almost everywhere. "There is," said the teachers, "no standard of promotion for the kindergarten. Nothing definite is accomplished. The pupils are helpless and incapable of the work of the grade. Is there nothing that we can justly expect from pupils who have been two years in the kindergarten?" This year scores of 1B teachers have especially requested my appreciation of remarkable work done by entire classes "fresh from the kindergarten," and any disappointment is regarded as the failure of an individual to meet expectations, and not as the failure of a course to result in development.

The literary spirit is still growing. Whereas I have previously reported a better selection of stories, it is now possible to add that the teachers and pupils have gained skill in narration toward which the examples of Miss Hays and Miss Shedlock could not have been other than inspiring. Moreover the director of an unfavorably located kindergarten reports that her percentage of attendance has greatly increased as a result of the love for the daily story period. This year has been marked by a largely increased collection of well-chosen toys, and more normal child-activities have been associated with them. In many kindergartens there is considerable gain in the character and conduct of the game period. The marches and other rhythmic exercises are much stronger. Many teachers have improved, too, their method of presenting occupations with a consequent gain in result.

Effort during the coming year should be devoted to: banishing the strong tendency to present the symbol before the thing symbolized; vitalizing the circle; improving the aim and method of the average gift lesson; putting more seeds in the ground and less pegs in boards; collecting and planning the use of pictures; developing more skill and persistence in the art of language training; securing more

creative activity; laying more stress upon emotional life; and to organizing mothers' meetings productive of the desired good.

CONCLUSION.

After many years of careful, sympathetic observation I conclude that the nervous strain, the feverish rush, and the soul-killing anxiety supposed to result from crowded curriculum and large classes is in reality largely due to a lack of knowledge of the science and skill in the art of teaching—to a lack of that refinement of technique which enables the artist to sketch in a moment that upon which a tyro would for hours vainly struggle. Violations of the laws of mental development and crude class administration lead to losses of time and effort which would not be tolerated in a properly managed business—losses resulting from: poor grading; poor grouping; awkward distribution of material; teaching form divorced from thought; teaching unrelated ideas; waiting for slow pupils; combating wrong habits resulting from poor initial teaching. These and other sources of subtle waste exhaust the energy of the average teacher and leave her overwhelmed, discouraged while twice the work required of the grade is done with ease and pleasure by the teacher who can either instinctively or reflectively apply to every phase of her problem the principle of economy.

A strong belief that much of our work can be raised to the plane of an art is sustained by constant evidence of the sincere devotion of our teachers, a growing spirit of inquiry, a stronger tendency toward friendly rivalry, and the generous desire to share as widely as possible all that is good. For this faith and for every kindness extended to me by the teaching corps, the City Superintendent, and the Board of Education, I am most grateful.

Respectfully submitted,

MARGARET McCLOSKEY,
General Supervisor.

REPORT OF PRINCIPAL OF NORMAL AND TRAINING SCHOOL.

SUPT. A. B. POLAND,

DEAR SIR:—I herewith submit the report of the Normal and Training School for the year ending January 31, 1907.

The year just passed in the history of the normal school has been one of even, steady application in all the departments. The attendance of both faculty and students has been regular and of a high percentage.

The interest manifested on the part of all connected with the institution has been marked by sincerity, steadiness and a professional spirit. This spirit of cooperation and healthy growth is maintained against material obstacles hardly to be understood by the casual outsider.

Our building, an affair of the early fifties, is totally inadequate for the necessary equipment of a modern normal school. There still exists draughty corridors, badly ventilated and noisy recitation rooms, with the additional annoyance of the incessant rumbling of trolley cars; a lack of proper retiring rooms for both teachers and students, so necessary to a school of this character. In fact, in spite of all that should be and is not,—a gymnasium, for instance, where modern hygiene could be practically demonstrated—we continue to be a vital growing normal school community.

It is gratifying to state that sixty-six applicants entered in September from the high school and outside institutions. In fact, twenty-six students entered from outside schools, each student paying a tuition of seventy-five dollars per year. We were obliged to sectionize this large entrance class in order to face the old problem of proper accommodation.

The next step in expansion should be the recognition of the work of the school to the extent of providing an adequate building, planned and built on modern lines, after the model of the best normal schools. This would not only

give an impetus to the work, but would be something in which the citizen of Newark could take just pride, as it is their daughters that are chiefly trained within its walls.

Greater Newark is rising steadily from the ashes of old Newark, and in this era of new city hall, new court house, new high school, and thoroughly modern school buildings, the urgent necessity for a modern normal school building should be recognized and acted upon. Let us hope that it will be in the near future.

In my opinion, if adequate space were available, there should be a succession of grades under expert teachers connected with this institution, where the work of the curriculum could be given under conditions approaching the ideal as nearly as possible. In such classes our young ladies could gain standards of a high type and character to counteract the crudity of their immature practice efforts, and the visitors of the city could see model work being shown, unimpaired by the practice school limitations. In the regular subjects, in art, music and handicrafts we should possess classes where our old students might be welcomed for additional inspiration, and all teachers would find something worth their while. These classes would not be considered model classes but rather demonstration classes, where not only regular work but experimental problems might be considered.

The nucleus for such a department already exists in the school, and during the past year over three hundred teachers from all parts of the country came to inspect the work.

Our graduates are competing in the city with a large number of outside teachers from other normal schools and various sections of the country. This I consider a good thing for the city as well as for our school itself. Not all the entering competitors come into the list as raw recruits, but have, in many instances, one or two years of experience elsewhere behind them. It is true, that generally speaking our graduates not only compare well, but in many cases

very well, with the superior output of other institutions. In all-round training in music, kindergarten, drawing and manual art, our departments are exceptionally strong.

I wish to reiterate once again the protest against the too-early temporary appointment. A longer period of probation would raise the standard and protect the principal from guaranteeing an appointment on generalities of management and personality. The standard should be placed on the more desirable basis of direct teaching results.

Respectfully submitted,

W. SPADER WILLIS,

Principal.

REPORT OF PRINCIPAL OF THE HIGH SCHOOL.

SUPT. A. B. POLAND,

DEAR SIR:—I submit herewith my report on the High School for the past year.

I have to record no great changes either in curriculum or policy of management. It has been a year of steady work and I hope of growth. An unusually large percentage of graduates entered college last fall and reports indicate that they are doing credit to themselves and their school preparation. I believe that the quality of work required as a standard in our school is a high one. That many pupils are not able to reach it is unfortunate.

I am convinced that we fail to reach the needs of many pupils who are entitled to something more than a grammar school education. This, of course, means that a school of a different type is demanded to meet the needs of those pupils to whom a purely academic course does not appeal. If high school education at state expense has any justification it should certainly reach and make efficient as large a number as possible. This cannot be done by attempting to fashion their education all in the same mould. A public high school for technical education is imperative if

Newark is to do her duty by the large number of boys and girls yearly graduated from the grammar schools.

The demand for more high schools of the present type in different sections of the city is too apparent to need discussion. A point often forgotten in considering the question of high school extension is the influence on the character of the elementary schools. The uplift always comes from above. The existence of colleges makes better high schools, good high schools make better grammar schools, and the character of the grammar school determines the kind of primary school. The pupil has something ahead to look forward to and prepare for. Obviously then no part of the whole system should be neglected.

The present necessity for a gymnasium at the high school is a very keen one and a very insistent one. That a modern high school should have no gymnasium facilities certainly does not speak well for the progressiveness of the community. Education that neglects the physical well being of the pupil lacks completeness and is open to criticism. Isn't it about time that something was done for the high school pupils in our own city?

The school paper, the Acropolis, has placed a handsome tower clock on the west side of the building. This shows prosperity financially which is evidence that it has the cordial support of the student body.

The high school congress has extended its privileges to the lower classes in the school and is doing good work.

The library increases in usefulness from year to year and gives us additional cause for thankfulness to the generosity of the Free Public Library of which it is a part.

The concert given by the school for the Sonn fund was a revelation to many who did not appreciate the excellent work done in the music department. That music is a very valuable part of a child's education is not to be doubted. That our high school boys and girls are exceptionally fortunate in their opportunities is equally plain.

The school is too large. It ought to be all under one roof. There are numberless ways in which its efficiency could be increased if it were of reasonable size and could be managed more with reference to the individual and less to the mass. Nature's doctrine of the survival of the fittest is a cruel one when applied in education. It should be our aim to make the unfit fit.

The school and through its influence the whole city suffered a grievous loss in the death of Mr. Sonn. His work is too well known to need extended comment. He was a tireless worker in and for the school. No pupil ever appealed to him for help in vain. His time and interest were at the disposal of any project for the advancement of the school as a whole or the department in which he was especially interested. The scholarship fund in his name being gathered to assist worthy pupils to pursue a collegiate course is an entirely worthy one and especially appropriate to perpetuate his memory. That it may find permanent record I wish to quote the appreciation of him made by the teachers at the time of his death.

"The teachers of the Newark High School wish to express their sense of loss in the death of Mr. Sonn, and their appreciation of the work that he has done for our school. That work cannot easily be continued by another; for it was given in ample measure, and with entire devotion.

"Mr. Sonn's connection with the Newark Schools has been close. He received his early training in the primary and grammar schools of our city, and was prepared for college in our high school, graduating in 1875. He was graduated from Yale in 1879; and immediately began teaching, at first in the Webster Street Grammar School, taking up his real life work in the high school in April of 1881. He had, therefore, just completed twenty-five years of teaching in our school. The department in which Mr. Sonn has so long labored was, in truth, his own creation. When he began his work, scientific study in the high schools of our

country was of a very rudimentary sort. Mr. Sonn was a pioneer in this work. He gathered apparatus with which he taught with indefatigable labor; he inspired his pupils to independent effort. The weather bureau, which has given our school a more than local fame, was due entirely to his energy and initiative. The present physical laboratory of the high school is his eloquent monument. Added to his capacity and will for work, he had the other qualities that made him an effective teacher. He had a versatile mind; he was a classical scholar of no mean attainments; he was an eager reader, interested in books of all sorts; he was an extensive traveler, bringing back stores of anecdotes and curious information from his journeyings; and all that he read and saw was noted down with keen mind that discovered the unusual and grasped the significant. More than all this, he was kind-hearted and sympathetic. He was ready to spend and he spent for the pupil that was in earnest. He gave his time ungrudgingly in geological expeditions through the country round about, and in visits with his classes to scientific exhibitions. He took personal interest in his pupils. He was quick to respond to an appeal to his feelings. We shall not soon forget his heroic help and his tender sympathy in that dark hour when our school was called to mourn her sons and her daughters struck down by sudden disaster. Then he cared for the wounded, visited the families in affliction, and paid, with scrupulous care, the last rites to the dead. He was jealous always that fitting recognition be given to the useful lives that have passed away. He wished the heroic, the wise, and the good to be held in mind. We remember with pleasure the tribute that he gave before our school to Benjamin Franklin, a man with whose qualities and character Mr. Sonn's own bent agreed. It was he that instigated the placing in our corridor of a tablet in memory of the high school pupil who fell in battle. He was quick to further all the memorial services that have gathered us together

as a school. As he honored others, we honor him. We pay our tribute to the eager student, the zealous teacher, the large-hearted friend."

Respectfully submitted,

W. E. STEARN

REPORT OF DIRECTOR OF COMPULSORY EDUCATION.

SUPT. A. B. POLAND,

DEAR SIR—I herewith respectfully submit my report of the work of the Attendance Department during the year 1906.

This department has given special attention during this year to children who frequent cheap theatres during school hours. Officers have been stationed at these theatres and have prevented the attendance at matinees of many children of school age.

The importance of preventing children of tender age from attending theatres, concert halls and dance houses, not only during school hours but at all times, is now being recognized by all who are engaged in child-saving work.

The reports of the Superintendents of the various institutions of our State to which juvenile delinquents are committed, show that ninety per cent. of all children under the age of sixteen years, who are cared for in these institutions, have been patrons of cheap theatres.

Many of these children confess that they owe their downfall to the desire to obtain money with which to purchase tickets of admission to these places. More convincing, perhaps, are the statements of the vast majority of children who are arraigned in the Juvenile Courts for some petty theft, that the stolen money was used to gain entrance for themselves and often of their companions to the gallery of a low-priced theatre. The class of plays given at these low-priced theatres certainly does not tend to improve the

morals of children who witness them, for they are all too often based upon the career of a notoriously desperate character or upon the harrowing details of some recent murder.

The only radical cure for this evil seems to be the enactment and enforcement of a law which will prohibit the proprietors or managers of such places from admitting children unless they are accompanied by their parents. Such a law has been rigidly enforced in New York and other states for many years with good result. At the earnest solicitation of our Board of Education, a bill was passed by both houses of the Legislature which was similar in many respects to the one in force in New York. The Governor, however, failed to sign it because of some technical reason. I would earnestly recommend that another effort be made during the coming session of the Legislature to secure the enactment of a law which will not only give the desired results, but which will meet with the approval of the Governor.

The Compulsory Education law of this state contains no provision for prosecuting employers of children of school age; a bill to remedy this defect was passed by the Legislature of this year, but was vetoed by the Governor, on the ground that it did not provide sufficient protection for employers against deception by children of school age who desired employment. A bill will be drawn and presented to the coming Legislature which will meet this objection and will doubtless become a law.

The work of gathering up children of school age who are found on the streets and away from school during school hours, has been steadily pursued during the past year. Seventeen hundred of such children were placed in school and caused to attend regularly.

One hundred and eighteen (118) boys were recommended by principals to be transferred to Ungraded Schools; sixty-five (65) of these were so transferred; thirty-two (32) were continued on probation at graded schools; six (6)

were committed to the Newark City Home; three (3) entered private or parochial schools and the remainder are at this time awaiting disposition.

I desire to again call special attention to the immediate need of suitable quarters for the ungraded schools. The work of these schools is seriously impeded because of the lack of suitable buildings and because of the surroundings of their present locations. Despite the difficulties under which this important branch of the school system has been conducted, no less than forty boys have been returned to their respective grades in the regular schools and have shown true reformation. The record of this one year clearly demonstrates that wonderful results can be attained through the agency of these schools if they are housed in suitable buildings, and are surrounded by proper environment. The ideal ungraded school should be located in a quiet neighborhood entirely removed from the centre of the city and apart from any graded school. The buildings should contain two classrooms and should be equipped with a workshop, gymnasium and baths. It is very essential that the building be surrounded with a sufficient amount of ground to provide ample space for gardening work and play grounds.

There is a pressing need that two such buildings as described above should be at once provided for our ungraded schools. One should be located in the district south of Central Avenue, and west of High Street, and the other in the "Iron Bound District." These buildings could be used as recreation centres in the localities in which they are built, and thereby fill a great want in that direction.

The boys who are sent to ungraded schools are children, who, because of some physical, mental or moral defect are unfitted to carry on the work of the graded schools, and in consequence seriously interfere with the discipline of their classes. It would doubtless be necessary to expel many of them from school and consign them to the education of

the streets, if special schools were not provided for their instruction.

Statistics show that since the establishment of ungraded schools in this city, the number of children committed to the Newark City Home has been decreased by almost one-half, in spite of the fact that there has been a wonderful increase in the population. This means an actual saving to the city of thousands of dollars each year, for the annual cost per pupil, including board, clothing, etc., in the City Home does not fall much short of two hundred and fifty (\$250) dollars, while the cost per pupil in the ungraded schools is about one twentieth of that sum.

Two hundred and thirty-eight (238) parents and guardians have been summoned to the police court during this year for failing or neglecting to cause their children to attend school regularly. Formal complaints have been made by the Director of Compulsory Education against twenty-two (22) and a conviction obtained in every case; nineteen were fined amounts ranging from five (\$5.00) dollars to twenty-five (\$25.00) dollars each. One was committed to the County Jail for a term of ten days and two (2) were paroled in the care of the Director of Compulsory Education on condition that they cause their children to attend school every day until they arrive at the age of fourteen years.

The Attendance Department has aided in the investigation of the cases of two hundred and fifty-eight (258) children who were arrested on complaint of their parents or for the commission of some petty crime. This work has been done in connection with the Juvenile Court and in cooperation with the County Probation Officers and the officials of the Newark City Home. The following recommendations have been made for the disposition of these cases: Forty-four (44) boys have been recommended for commitment to the Newark City Home at Verona; eight (8) boys to the State Home for Boys at Jamesburg; two (2) girls to the State Home for Girls at Trenton; eleven (11)

boys were referred to the Essex County Children's Aid Society; six (6) boys and two (2) girls were referred to the Catholic Children's Aid Society of New Jersey; three (3) boys and one (1) girl to the New Jersey Training School for Feeble Minded Girls and Boys; six (6) girls to the House of the Good Shepherd in this city; eight (8) boys to be placed in the Sacred Heart Protectory at Arlington, N. J., and the remainder to be placed on probation or to be reprimanded by the Court and allowed to return to their homes.

Two hundred and one (201) permits and badges have been issued to newsboys during the year, making a total of eleven hundred and sixteen (1116) which have been issued since the enforcement of the "Newsboys Ordinance" was begun. Thirty one (31) boys were arrested for violating the ordinance and all were paroled in the care of the Director of Compulsory Education. One hundred and fifty (150) badges were returned by newsboys who had become fourteen years of age during the year.

The enforcement of this ordinance has been left almost entirely to the Attendance Officers and has resulted in preventing newsboys of school age from plying their trade on the street during school hours and during the late hours of the night.

I wish to express my thanks to the Board of Education and the City Superintendent for their uniform courtesy and hearty support; also for the assistance and courtesy extended to me by the Judges of the Criminal Courts, the Police Department and the County Probation Officers.

A tabulated statement of the work of the Attendance Department accompanies this report.

Respectfully submitted,

CHARLES A. MAC CALL,
Director of Compulsory Education.

APPENDIX
TO
SUPERINTENDENT'S REPORT.

SCHOOL BUILDINGS.

NUMBER OWNED AND RENTED.

Sixty-two school buildings are in use at the present time. Of this number fifty-five are owned and seven rented by the city. In addition to the above, six portable buildings are in use. The number not in use is one, the old Colored School building situated in the rear of the Commerce Street building.

SCHOOL ACCOMMODATIONS FOR THE LAST FIVE YEARS.

YEAR	No. of Buildings		Class Rooms			
	Owned.	Rented.	Permanent.	In Courts, &c.	In Rented Buildings.	Total
1902....	51	4	747	52	18	817
1903....	51	4	803	48	18	869
1904....	52	4	886	42	18	946
1905....	52	6	886	43	24	953
1906....	55	7	948	38	30	1016

SEATING CAPACITY.

YEAR	Normal and High.	Grammar and Primary.	Kinder- garten.	Total.	Proper Seating Capacity
1902.....	1,804	33,552	4,863	40,219	31,105
1903.....	1,804	35,861	4,945	42,610	34,056
1904.....	1,804	39,318	4,987	46,109	37,510
1905.....	2,002	39,277	5,032	46,311	37,532
1906.....	2,002	41,947	5,450	49,399	40,248

The number of class rooms and the seating capacity of all the buildings in use are shown in the following table:

CLASS ROOMS AND SEATING CAPACITY.

BUILDINGS.	CLASS ROOMS.						SEATING CAPACITY.			
	Permanent.	In Courts, Hallways, &c.	In Rented Annexes.	In Portable Buildings.	In Unsatis- factory Buildings.	Total.	Grammar and Primary.	Kindergarten.	Total.	Proper No. of Seats.
Normal and Training										
Normal Department . . .	4	1				5			260	224
Training Department . . .	11					11	370	70	440	440
High	39					39			1,540	1,540
High School Annex . . .			4			4			202	
Abington Avenue	8					8	336	80	416	360
Abington Avenue Annex . .			2			2	80		80	
Alexander Street	16			1	2	19	870	60	930	680
Ann Street	20					20	901	100	1,001	840
Avon Avenue	13					13	578	80	658	560
Belmont Avenue	24					24	1,056	200	1,256	1,040
Bergen Street	22	1				23	1,012	80	1,092	920
Bergen Street Annex . . .			6			6	192		192	
Bruce Street	16					16	691	80	771	680
Burnet Street	16			2		18	764	80	844	680
Camden Street	22	1				23	1,058	190	1,248	880
Central Avenue	26					26	1,174	96	1,270	1,080
Charlton Street	32	2				34	1,392	320	1,712	1,440
Chestnut Street	20					20	867	70	937	840
Colored	8					8	346		346	320
Commerce Street					6	6	188			
Eighteenth Avenue	23	2				25	1,058	160	1,218	1,000
Elizabeth Avenue	6					6	244	80	324	280
Elliot Street	24					24	1,082	80	1,162	1,000
Fifteenth Avenue	22	2				24	1,048	192	1,240	960
Fourteenth Avenue	17					17	768	80	848	720
Franklin	25					25	1,188	60	1,248	1,040
Hamburg Place	25					25	1,152	120	1,272	1,120
Hawkins Street	16					16	731	100	831	680
Hawthorne Avenue	10			2		12	513	70	583	440
James Street			5			5	170	30	200	120
Lafayette Street	21			2		23	1,038	80	1,118	880
Lawrence Street	12					12	559		559	480
Livingston Street			8			8	384		384	
Miller Street	22					22	950	96	1,046	920
Monmouth Street	25					25	1,110	186	1,296	1,080
Morton Street	37					37	1,565	192	1,757	1,580
Newton Street	34					34	1,526	200	1,726	1,440
North Seventh Street . . .	20					20	878	80	958	840
Oliver Street	22					22	979	104	1,083	920
Park Avenue	2					2	76		76	70
Peshine Avenue	4					4	119	40	159	159
Prospect Avenue	2					2	106		106	80
Ridge Street	4					4	140	80	220	200
Roseville Avenue	11					11	479	80	559	480
Seventh Avenue	26					26	983	240	1,223	1,120
South Street	20					20	816	140	956	880
South Eighth Street	20	5				25	1,113	100	1,213	840
South Market Street	21					21	953	108	1,061	880
South Sixteenth Street . . .	12					12	538	80	608	520
South Tenth Street	20	2				22	997	112	1,109	800
State Street	10					10	392	80	472	440
Summer Avenue	18	2				18	804	80	884	680
Summer Place	8					8	336	80	416	360
Sussex Avenue	18					18	803	80	883	760
Thirteenth Avenue	25	1				26	1,208	150	1,358	1,000
Walnut Street	8					8	276	60	336	336
Warren Street	8					8	384		384	320
Washington Street	23					23	1,035	86	1,121	960
Waverly Avenue	16	4				20	854	134	988	640
Webster Street Training . .	10					10	341	80	421	421
Wickliffe Street	6					6	228	80	308	278
William Street			4			4	138	64	202	
Academy Street, Ungraded .			1			1	20		20	
Total	948	23	30	7	8	1016	41,947	5,450	*49,399	40,248
Total, 1906	886	27	24	10	6	953	39,277	5,032	46,311	37,532
Increase	62		6		2	63	2,670	418	3,088	2,716
Decrease		4		3						

TEACHERS.

	Day Schools.	Evening Schools.	Summer Schools.	Play Grounds.	Total.
1906.....	1,105	206	236	58	1,605
1905.....	1,046	190	224	32	1,492
Increase.....	59	16	12	26	113

The number of day school teachers in the employ of the Board, their classification and distribution and the increase for the year ending June 29, 1906, are shown in the following table:

Normal and Training School—			
	Males.	Females.	Totals.
Normal Department.....	1	6	7
High School.....	21	34	55
Grammar and Primary Schools.....	47	860	907
Kindergartens .....	..	101	101
Ungraded Schools.....	..	3	3
Supervisors and special teachers.....	11	21	32
Total	80	1,025	1,105
June, 1905	78	968	1,046
Increase	2	57	59

In the following table the teachers are grouped according to their rank:

Principals:

Normal School, male.....	1
High School, male.....	1
Grammar School, male.....	22
Primary School, male.....	17
Primary School, female.....	6
	— 47

Normal and Training Schools:

Teachers of methods.....	6
*Model and critic teachers.....	12
	— 18

*Three kindergarten directors not included.

High School:

Head assistants, male.....	4	
Head assistants, female.....	3	
Heads of departments, male.....	6	
Heads of departments, female.....	3	
Assistants, male.....	10	
Assistants, female.....	28	
	—	54

Vice-Principals:

Grammar School.....	21	
Primary School.....	46	
	—	67

Head Assistants:

Grammar School	4	
Primary School.....	32	
	—	36

First Assistants:

Seventh grade.....	19	
Eighth Grade.....	29	
	—	48

Assistants:

Primary and Grammar Schools.....	689	
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Kindergarten Teachers:

Directors	52	
Assistants	53	
	—	105

Clerks	6	
Ungraded Schools.....	3	

Supervisors and special teachers:

Male	11	
Female	21	
	—	32

Total, June, 1906.....	1105	
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TERM OF SERVICE OF TEACHERS.

In the following table the teachers of the city are grouped according to their total experience in teaching:

Number who have been teaching 1 year or less.....	60
Number between 1 and 5 years.....	229
Number between 5 and 10 years.....	298
Number between 10 and 15 years.....	193
Number between 15 and 20 years.....	112
Number between 20 and 25 years.....	92
Number between 25 and 30 years.....	46
Number between 30 and 40 years.....	65
Number over 40 years.....	10

Longest time by any one teacher.....54 years, 6 months.

Average time of experience of teachers, 11 years, 6 months.

Of the 1105 regular teachers reported, 54 per cent. have been teaching one year or less; 20.7 per cent., more than one and less than five years; 26.9 per cent., between five and ten years; 17.5 per cent., between ten and fifteen years; 10.2 per cent., between fifteen and twenty years; 8.4 per cent., between twenty and twenty-five years, and 10.9 per cent., over twenty-five years.

In the following table the teachers of the city are grouped according to the length of time they have taught in this city:

Number who have taught in this city one year or less	135
Number between 1 and 5 years.....	294
Number between 5 and 10 years.....	294
Number between 10 and 15 years.....	130
Number between 15 and 20 years.....	84
Number between 20 and 25 years.....	72
Number between 25 and 30 years.....	35
Number between 30 and 40 years.....	57
Number over 40 years	4

Longest time any one teacher has taught in this city, 44 years.
 Average time.....9 years, 5 months.

Of the 1105 regular teachers reported, 12.2 per cent. have taught one year or less in this city; 26.6 per cent., between one and five years; 26.6 per cent., between five and ten years; 11.8 per cent., between ten and fifteen years; 7.6 per cent., between fifteen and twenty years; 6.5 per cent., between twenty and twenty-five years, and 8.7 per cent., over twenty-five years.

TEACHERS' GRADUATION.

Number of Newark city normal school graduates..	672
“ “ N. J. State normal school graduates..	97
“ “ graduates from other normal schools..	172
“ “ college graduates.....	85
“ “ graduates from kindergarten training schools (not including Newark).....	35
Number not graduates of a college or professional training school.....	62

Number of day-school teachers in the employ of
 the Board for the last five years:

	Males.	Females.	Total.
1902.....	66	817	883
1903.....	68	851	919
1904.....	69	898	967
1905.....	78	968	1,046
1906.....	80	1,025	1,105

TEACHERS PENSIONED.

Since the enactment of the state law providing for the pensioning of school teachers, the following teachers have been retired upon half pay:

NAME.	RANK.	SCHOOL.	DATE OF RETIREMENT.
Maria L. Spinning	1st A.	Morton Street	Sept. 14th, 1903
*Mary Lawrence	G. V. P.	Lawrence Street	Oct. 1st, "
Augustus Scarlett	Prin.	So. 8th Street	Feb. 1st, 1904
Maria E. Morgan	G. V. P.	Central Avenue	July 1st, "
Mary J. Moorhouse	G. V. P.	Lafayette Street	Sept. 1st, "
Eliza A. Brookfield	P. V. P.	Alexander Street	" 1st, 1905
Anna A. Baldwin	Asst.	Newton Street	Oct. 1st, "
Mrs. Isadore M. Sherwood	"	High	Sept. 1st, 1906
Eliza H. Pierson	"	Lawrence Street	" "
Fannie Steele	1st A.	Oliver Street	" "
Susie Steele	G. V. P.	"	" "
Frances V. Gould	Asst.	So. 8th Street	" "
Annie E. Curtis	"	So. Market Street	" "
Virginia R. Reeve	"	Thirteenth Avenue	" "
Jennie B. Canfield	1st A.	Central Avenue	" "
Lydia W. Hand	Asst.	Morton Street	" "
M. Louise Vreeland	P. V. P.	Livingston Street	Feb. 1st, 1907
Eliza Murphy	G. V. P.	Summer Avenue	Mar. 1st, "

*Died July 29th, 1904.

ENROLLMENT.

	Males.	Females.	Total.
Day Schools.....	24,631	24,316	48,947
Evening Schools.....	5,912	2,330	8,242
Summer Schools.....	4,592	4,924	9,516
Total	35,135	31,570	66,705
Playgrounds—			
(average daily attendance)	3,457	3,644	7,101
Increase in day schools.....			1,987
“ “ evening schools.....			526
“ “ summer schools.....			968
Total increase.....			3,481

The following tables show the enrollment, attendance, etc., in the different day schools:

1905-1906.	*Enroll- ment.	Average Enroll- ment.	Average Attend- ance.	Per Cent. of Attend- ance.
Normal and Training school—normal depart- ment	120	107	103	96.4
High school.....	1,596	1,493	1,406	94.2
Grammar and Primary schools	39,492	33,810	31,559	93.3
‡Kindergartens	7,335	3,942	3,529	89.5
Industrial school.....	160	112	100	89.2
Colored school.....	198	132	113	85.7
Ungraded schools.....	46	55	52	94.5
Total	*48,947	39,651	36,862	92.9

* Pupils “received” from other schools during the year not included.

‡ Kindergarten in Industrial School not included.

ENROLLMENT.

YEAR.	† Normal School.	Increase.	‡ High School.	Increase.	Grammar and Primary Schools	Increase.	Kindergartens.	Increase.	Industrial School.	Increase.	Colored School.	Increase.	Ungraded Schools.	Increase.	Total.	Increase.
1902	149	45	1,211	44	32,223	2,680	6,638	48	166	11	199	5	33	*1	40,619	2,775
1903	155	*6	1,234	23	33,737	1,514	6,635	57	161	*5	203	4	45	12	42,230	1,611
1904	146	*9	1,264	30	35,198	1,461	6,722	27	166	5	206	3	40	5	43,724	1,512
1905	139	*7	1,519	255	37,876	2,678	6,972	250	184	18	222	16	48	8	46,960	3,218
1906	120	*19	1,596	77	39,492	1,616	7,325	353	160	*24	198	*24	46	*2	48,947	1,987

† Pupils "received" from the grammar schools in February not included.

‡ Pupils "received" from the high school in February not included.

* Decrease.

AVERAGE ENROLLMENT.

YEAR.	Normal School.	Increase.	High School.	Increase.	Grammar and Primary Schools	Increase.	Kindergartens.	Increase.	Industrial School.	Increase.	Colored School.	Increase.	Ungraded Schools.	Increase.	Total.	Increase.
1901	97	*9	1,213	4	26,617	1,353	3,946	1,239	88	*81	156	*17	43	*6	32,160	2,498
1902	143	46	1,124	*89	27,636	1,079	3,579	*367	106	18	142	*14	41	*2	32,831	671
1903	144	1	1,110	*14	28,447	751	3,510	*69	113	7	149	7	42	1	33,515	684
1904	134	*10	1,229	129	30,109	1,632	3,508	*2	114	*5	144	*5	44	2	35,292	1,777
1905	126	*8	1,434	195	32,148	2,039	3,711	203	106	*8	156	12	48	4	37,729	2,437
1906	107	*19	1,493	59	33,810	1,662	3,942	231	112	6	132	*24	55	7	39,651	1,922

* Decrease.

AVERAGE ATTENDANCE.

YEAR.	Normal School.	Increase.	High School.	Increase.	Grammar and Primary Schools	Increase.	Kindergartens.	Increase.	Industrial School.	Increase.	Colored School.	Increase.	Ungraded Schools.	Increase.	Total.	Increase.
1901	94	9	1,108	9	23,651	1,509	3,155	984	77	63	128	11	39	*6	28,252	2,425
1902	139	45	1,040	*68	25,306	1,655	3,029	*126	94	17	117	*11	49	10	29,764	1,512
1903	139	—	1,036	*4	26,223	917	3,028	—	101	7	125	8	49	*9	30,632	928
1904	130	*9	1,160	124	27,878	1,655	3,050	22	100	*1	124	*1	42	2	32,484	1,792
1905	123	*7	1,342	182	29,744	1,866	3,267	217	91	*9	135	11	45	3	34,747	2,263
1906	103	*20	1,406	64	31,559	1,845	3,529	262	100	9	113	*22	52	7	36,862	2,115

* Decrease.

PER CENT. OF ATTENDANCE.

YEAR.	Normal School.	Increase.	High School.	Increase.	Grammar and Primary Schools	Increase.	Kindergartens.	Increase.	Industrial School.	Increase.	Colored School.	Increase.	Ungraded Schools.	Increase.	Total.	Increase.
1901	96	1.	91.	1.	88	1.2	79.9	*3	87.5	*47	82.	1.7	90.6	1.5	87.8	*8
1902	93.2	2.8	92.5	1.5	91.3	2.5	80.1	2	82.4	1.2	83.9	4.4	95.1	4.5	90.6	2.8
1903	96.8	3.6	93.3	.8	92.1	2.8	86.2	61	88.7	1.1	86.3	1.5	95.2	*1	91.5	9
1904	97.6	.8	93.6	.3	92.3	2.3	89.	2.8	87.8	*24	86.5	2.4	95.1	*1.5	92.1	1.5
1905	97.1	*.9	93.6	—	92.5	2.5	88.	*1.5	86.4	*2.4	86.5	*.3	93.6	*.9	92.1	1.7
1906	96.2	—	94.1	1.5	93.3	2.8	89.5	1.5	89.2	3.8	85.7	*.3	94.5	1.5	92.9	1.8

* Decrease.

ATTENDANCE STATISTICS IN DAYS.

DAY SCHOOLS.

SCHOOL.	Actual Attendance.	Allowance.	Quarantine	Total attendance allowed by State.	Absence.
Normal and Training—					
Normal Department	*11,768	-----	-----	11,768	†417½
High	*266,783	-----	292½	267,075½	†16,347
Abington Avenue	57,104½	-----	544	57,648½	4,246½
Abington Avenue Annex	9,611	-----	-----	9,611	754
Alexander Street	123,495½	-----	410	123,905½	6,760
Ann Street	156,046	-----	418	156,464	10,085
Bergen Street	176,740½	-----	821	177,561½	11,698
Bergen Street Annex	30,526	-----	-----	30,526	1,620
Bruce Street	111,784	-----	771½	112,555½	9,829
Burnet Street	123,441	-----	189½	123,630½	8,013
Camden Street	199,308½	-----	1,711	201,019½	15,390
Central Avenue	181,501	-----	1,232½	182,733½	11,505½
Charlton Street	294,257	-----	2,464	296,721	24,736½
Chestnut Street	131,546½	-----	366	131,912½	9,931
Colored	21,483	-----	-----	21,483	3,572
Commerce Street	16,968	-----	274	17,242	1,703½
Eighteenth Avenue	226,326½	-----	1,231½	227,558	19,093
Elizabeth Avenue	39,213½	-----	215½	39,429	3,353½
Elliot Street	142,934	-----	142	143,076	9,401½
Fifteenth Avenue	177,005	-----	1,708	178,713	16,190½
Franklin	221,770	-----	749½	222,519½	11,669
Hamburg Place	205,604½	-----	617	206,221½	16,601½
Hawkins Street	96,867	-----	266½	97,133½	7,073½
Hawthorne Avenue	77,801	-----	274	78,075	6,060
James Street	19,206	-----	83	19,289	2,316
Lafayette Street	163,433½	-----	1,195	164,628½	14,369½
Lawrence Street	79,881	-----	819	80,700	6,673
Livingston Street	86,155	-----	515	86,670	8,141½
Miller Street	168,276	-----	328	168,604	12,007½
Monmouth Street	209,248	-----	2,831	212,079	16,790
Morton Street	315,610	-----	2,874	318,484	27,231
Newton Street	298,014	-----	3,002½	301,016½	18,276
Normal and Training—					
Training Department	64,281	-----	88	64,369	5,232
North Seventh Street	139,653½	-----	1,319½	140,973	11,305½
Oliver Street	137,324½	-----	322	137,646½	12,015½
Park Avenue	8,778	-----	30	8,808	660½
Peshine Avenue	25,459	-----	1	25,460	2,121
Prospect Avenue	6,126½	-----	60	6,186½	6,540
Ridge Street	36,110½	-----	28	36,138½	2,468
Roseville Avenue	73,685	-----	109½	73,794½	6,691½
Seventh Avenue	193,216½	-----	1,897	195,113½	14,098½
South Street	122,273	-----	508	122,781	14,702½
South Eighth Street	196,102½	-----	228½	196,331	12,659½
South Market Street	142,622	-----	811½	143,433½	11,395½
South Sixteenth Street	89,648½	-----	343½	89,992	5,721
South Tenth Street	190,680	-----	691	191,371	11,733
South Tenth Street Annex	9,836	-----	-----	9,836	744½
State Street	69,711½	-----	998	70,709½	6,131½
Summer Avenue	124,105	972	302½	124,407½	8,431
Summer Place	46,490	-----	273	47,735	3,823½
Sussex Avenue	116,446	-----	336½	116,782½	8,765
Thirteenth Avenue	216,011	-----	646	216,657	14,487½
Walnut Street	49,241½	-----	209½	49,451	4,286
Warren Street	60,822	-----	340	61,162	3,634½
Washington Street	164,208	-----	399	164,607	10,396
Waverly Avenue	168,172	-----	510½	168,682½	10,543½
Webster Street Training	69,173½	26	696	69,895½	6,243
Wickliffe Street	49,832	-----	381	50,213	4,184½
William Street	29,616	-----	166½	29,782½	2,110
Academy Street Ungraded	3,255½	-----	8	3,263½	161½
Commerce Street Ungraded	6,766½	-----	14	6,780½	409
Total	7,049,355½	998	38,063½	7,088,417	533,550½

* Attendance of pupils over school age not included in the above:

Normal School, 7,955; High School, 1,757½; total, 9,712½.

† Absence of pupils over school age not included in the above:

Normal School, 303; High School, 227; total, 530.

EVENING SCHOOLS.

SCHOOL.	ACTUAL ATTENDANCE			Quarantine.	Total attendance (allowed by State)	ABSENCE.		
	Pupils under 20 years of age.	Pupils 20 years of age and over.	All pupils.			Pupils under 20 years of age.	Pupils 20 years of age and over.	All pupils.
<i>Elementary Schools.</i>								
Central Avenue	5,632½	1,637	7,269½	.....	5,632½	1,378½	337	1,715½
Eighteenth Avenue	6,202	2,803½	9,005½	7	6,209	975	589½	1,514½
Franklin	4,566½	1,044½	5,601	16½	4,573	1,149	276½	1,425½
Hamburg Place	3,704	481	4,185	.....	3,704	956½	114	1,070½
Lafayette Street	6,261½	1,168	7,429½	.....	6,261½	1,164½	245½	1,410
Morton Street	7,942	4,303	12,245	14	7,956	2,191½	1,202½	3,394
Newton Street	3,692½	1,722½	5,415	.....	3,692½	547½	281½	829
Seventh Avenue	7,030½	2,550	9,580½	.....	7,030½	1,863	796	2,659
South Street	3,287½	267½	3,555	.....	3,287½	1,128	82½	1,210½
South Market Street	4,488	304½	4,792½	7	4,495	832½	94	926½
South Tenth Street	4,442½	669	5,111½	.....	4,442½	789½	156	945½
Thirteenth Avenue	3,954	1,195½	5,149½	.....	3,954	631	147½	778½
Washington Street	6,670	1,669½	8,339½	.....	6,670	1,174½	199½	1,374
	67,863½	19,815½	87,679	44½	67,908	14,781	4,472	19,253
<i>High Schools.</i>								
Central	7,240	2,309	9,549	.....	7,240	1,600	503	2,103
Franklin	3,473	961	4,434	.....	3,473	982	263	1,245
Hamburg Place	6,971½	1,459	8,430½	.....	6,971½	1,263	212	1,475
Thirteenth Avenue	8,943	2,052½	10,995½	.....	8,943	1,204½	334½	1,539
	26,627½	6,781½	33,409	.....	26,627½	5,049½	1,312½	6,362
Drawing	10,300	3,889	14,189	.....	10,300	1,151½	449½	1,601
All evening schools	104,791	30,486	135,277	44½	104,835½	20,982	6,234	27,216

SUMMER SCHOOLS.

(1905)

SCHOOL.	Attendance.	Absence.
Bergen Street.....	3,657	737
Bruce Street.....	3,232½	444
Camden Street.....	3,900½	770½
Central Avenue.....	2,919	621
Eighteenth Avenue.....	7,420	1,549½
Fifteenth Avenue.....	4,521	735
Franklin	3,950	884
Hamburg Place.....	6,503½	1,062½
Hawkins Street.....	2,439½	445½
Monmouth Street.....	5,280½	879
Morton Street.....	8,948	2,192½
Newton Street.....	5,794	881½
Seventh Avenue.....	4,498	1,171½
South Street.....	2,829	434½
South Tenth Street.....	4,640	1,044½
Thirteenth Avenue.....	3,393½	810
Warren Street.....	3,594½	363
Total	77,520½	15,025½

Total number of days allowed by State for appropriation of school funds:

Day schools.....	7,088,417
Evening schools.....	104,835½
Summer schools.....	77,520½
Total	7,270,773
Number of days, 1905.....	6,883,570½
Increase	387,202½

AGES OF PUPILS ENROLLED.

No. bet.	AGE.		Males.	Females.	Total.	Percent.
						of total enrollment.
	4 and	5 years of age	924	925	1,849	3.8
"	5	6	2,127	2,061	4,188	8.5
"	6	7	2,549	2,510	5,059	10.3
"	7	8	2,704	2,587	5,291	10.8
"	8	9	2,705	2,669	5,374	10.9
"	9	10	2,447	2,403	4,850	10.
"	10	11	2,410	2,381	4,791	9.8
"	11	12	2,281	2,289	4,570	9.3
"	12	13	2,284	2,296	4,580	9.4
"	13	14	2,177	1,934	4,111	8.4
"	14	15	1,147	1,064	2,211	4.5
"	15	16	482	534	1,016	2.1
"	16	17	217	305	522	1.1
"	17	18	103	167	270	.6
"	18	19	52	83	135	.3
"	19	20	17	45	62	.1
Number over	20	"	5	63	68	.1
			24,631	24,316	48,947	100.

AVERAGE NUMBER PER CLASS, NOT INCLUDING THE KINDERGARTENS.

SCHOOL.	Number of Classes.	Average Enrollment.	Average Attendance.	Pupils per Class.
Normal and Training—				
Training Department.....	10	304	285	30
Abington Avenue.....	7	264	247	38
Alexander Street.....	15	622	593	42
Ann Street.....	19	782	736	41
Bergen Street.....	22	906	853	41
Bruce Street.....	15	557	514	37
Burnet Street.....	17	637	597	37

SCHOOL.	Number of Classes.	Average Enroll- ment.	Average Attend- ance.	Pupils per Class.
Camden Street.....	22	984	919	45
Central Avenue.....	25	937	885	37
Charlton Street.....	35	1374	1272	36
Chestnut Street.....	19	703	656	37
Colored	5	132	113	26
Commerce Street.....	1	33	31	33
Eighteenth Avenue.....	29	1151	1067	40
Elizabeth Avenue.....	5	184	169	37
Elliot Street.....	19	736	694	39
Fifteenth Avenue.....	21	895	824	43
Franklin	25	1134	1080	45
Hamburg Place.....	28	1084	1007	39
Hawkins Street.....	12	491	455	41
Hawthorne Avenue.....	9	382	356	42
James Street.....	3	97	86	32
Lafayette Street.....	21	852	786	41
Miller Street.....	21	861	807	41
Monmouth Street.....	25	1006	936	40
Morton Street.....	39	1577	1462	40
Newton Street.....	34	1468	1390	43
North Seventh Street.....	18	731	680	41
Oliver Street.....	19	690	633	36
Peshine Avenue.....	4	122	113	30
Ridge Street.....	4	164	156	41
Roseville Avenue.....	10	368	339	37
Seventh Avenue.....	23	844	794	37
South Street.....	18	628	563	35
South Eighth Street.....	26	1016	969	39
South Market Street.....	19	725	675	38
South Sixteenth Street.....	11	451	425	41
South Tenth Street.....	24	971	913	40
State Street.....	9	341	316	38
Summer Avenue.....	17	652	613	38
Summer Place.....	6	232	216	39

BOARD OF EDUCATION.

SCHOOL.	Number of Classes.	Average Enroll- ment.	Average Attend- ance.	Pupils per Class.
Sussex Avenue.....	16	599	559	37
Thirteenth Avenue.....	27	1102	1032	41
Walnut Street.....	7	236	219	32
Washington Street.....	21	847	798	40
Waverly Avenue.....	19	834	790	44
Webster Street.....	10	330	305	33
Wickliffe Street.....	5	205	190	41
William Street.....	3	126	118	42
Academy Street Ungraded...	1	18	17	18
Commerce Street Ungraded.	2	37	35	19
Total	822	32,422	30,288	40

KINDERGARTENS.

SCHOOL.	Enrollment.	Average Enrollment.	Average Attendance
Normal and Training....	109	58	50
Abington Avenue.....	94	56	51
Alexander Street.....	103	58	51
Ann Street.....	142	85	78
Bergen Street.....	136	78	70
Bruce Street.....	153	78	69
Burnet Street.....	98	49	47
Camden Street.....	252	137	122
Central Avenue.....	130	70	62
Charlton Street.....	535	291	265
Chestnut Street.....	85	35	31
Commerce Street.....	125	64	58
Eighteenth Avenue.....	254	137	121
Elizabeth Avenue.....	72	38	35
Elliot Street.....	117	59	52
Fifteenth Avenue.....	213	113	100

SCHOOL.	Enrollment	Average Enrollment.	Average Attendance.
Franklin	158	85	78
Hamburg Place.....	125	76	67
Hawkins Street.....	101	52	50
Hawthorne Avenue.....	125	56	50
James Street.....	28	15	14
Lafayette Street.....	173	76	67
Miller Street.....	138	81	72
Monmouth Street.....	311	174	156
Morton Street.....	362	213	186
Newton Street.....	302	183	166
North Seventh Street....	131	57	49
Oliver Street.....	148	89	84
Peshine Avenue.....	51	22	19
Ridge Street.....	73	37	32
Roseville Avenue.....	102	51	45
Seventh Avenue.....	510	239	215
South Street.....	151	87	75
South Eighth Street.....	123	74	55
South Market Street....	146	79	70
South Sixteenth Street...	107	47	43
South Tenth Street.....	127	86	82
State Street.....	126	55	48
Summer Avenue.....	93	45	40
Summer Place.....	58	30	26
Sussex Avenue.....	113	55	49
Thirteenth Avenue.....	176	101	96
Walnut Street.....	75	43	38
Washington Street.....	120	65	59
Waverly Avenue.....	152	99	88
Webster Street.....	127	63	56
Wickliffe Street.....	134	77	70
William Street.....	79	39	36
Total	7,363	3,957	3,543

MISCELLANEOUS STATISTICS.

Number of days the schools were actually in session, 1905-1906.....	191½
Total number of days present, all pupils.....	7,059,067½
Total number of days absent, all pupils.....	534,080½
Average number of days present, all pupils.....	144
Average number of days absent, all pupils.....	10
Number of pupils who have been neither absent nor tardy during year.....	896
Total number of cases of tardiness.....	26,321
Average number of cases of tardiness per day for each teacher.....	.139

ENROLLMENT BY GRADES FOR EACH MONTH.

[illegible]

ENROLLMENT BY GRADES COMPARED. (BASED ON MONTHLY REPORTS.)

	1903.		1904.		1905.		1906.	
	Enrollment.	Per Cent. of Total Enrollment.	Enrollment.	Per Cent. of Total Enrollment.	Enrollment.	Per Cent. of Total Enrollment.	Enrollment.	Per Cent. of Total Enrollment.
Normal	146	.4	135	.4	127	.3	108	.2
High	1,161	3.2	1,282	3.3	1,489	3.7	1,548	3.6
Eighth	1,076	3.	1,174	3.1	1,287	3.2	1,314	3.1
Seventh	1,524	4.2	1,666	4.4	1,791	4.4	1,856	4.4
Sixth	2,266	6.3	2,438	6.4	2,707	6.7	2,904	6.8
Fifth	3,072	8.5	3,398	8.9	3,712	9.1	4,245	9.9
Fourth	4,088	11.3	4,569	12.	5,353	13.2	5,488	12.9
Third	5,186	14.3	5,739	15.1	5,995	14.8	6,207	14.6
Second	5,942	16.4	6,071	15.9	6,065	14.9	6,065	14.2
First	7,471	20.6	7,362	19.3	7,700	18.9	8,211	19.3
Kindergarten	4,125	11.4	4,126	10.8	4,290	10.6	4,584	10.8
Ungraded	170	.4	151	.4	105	.2	86	.2
Total	36,227	100.	38,411	100.	40,621	100.	42,616	100.

GRAMMAR SCHOOL GRADUATES.

SCHOOL.	January, 1906.		June, 1906.		Total.
	Girls.	Boys.	Girls.	Boys.	
Alexander Street.....	9	4	8	4	25
Bergen Street.....	7	8	12	15	42
Burnet Street.....	19	12	15	15	61
Central Avenue.....	13	11	11	13	48
Chestnut Street.....	7	5	7	11	30
Colored .....	..	..	1	..	1
Eighteenth Avenue.....	17	11	16	16	60
Elliot Street.....	13	11	15	19	58
Franklin	22	14	17	16	69
Hamburg Place.....	11	4	18	12	45
Lafayette Street.....	8	8	..	9	25
Miller Street.....	20	13	33	26	92
Morton Street.....	9	13	10	9	41
Newton Street.....	6	7	11	13	37
North Seventh Street....	15	13	20	16	64
Oliver Street.....	10	11	13	13	47
South Eighth Street.....	15	13	19	21	68
South Market Street.....	1	4	3	4	12
South Tenth Street.....	10	5	22	10	47
Summer Avenue.....	18	12	23	15	68
Thirteenth Avenue.....	11	11	16	15	53
Washington Street.....	13	11	13	9	46
Total	254	201	303	281	1,039

GRADUATES, 1906.

	Girls.	Boys.	Total.
January	254	201	455
June	303	281	584
Total	557	482	1,039
January and June, 1905.....	568	471	1,039
Increase .....	..	11	..
Decrease	11	..	..

	January.	June.
Average age of girls		
graduated	14 yrs. 9 mo.	14 yrs. 8 mo.
Average age of boys		
graduated	14 yrs. 10 mo.	14 yrs. 9 mo.
General average.....	14 yrs. 10 mo.	14 yrs. 9 mo.

GRAMMAR SCHOOL GRADUATION COMPARED.

YEAR.	Grammar school enrollment.	Number of graduates.	Per cent. of graduates	Number who entered the High School.	Per cent. of enrollment that entered the High School.	Per cent. of number graduated that entered the High School.
1902	7,234	785	10.8	563	7.7	73.
1903	7,938	850	10.7	616	7.7	72.4
1904	8,676	920	10.6	735	8.4	79.8
1905	9,497	1,039	10.9	780	8.2	75.
1906	10,319	1,039	10.	716	6.9	68.9

NORMAL SCHOOL.

Total enrollment.....	120
Number received from High School, Feb. 1, 1906....	10
Average enrollment.....	107
Average attendance.....	103
Number of graduates, 1906:	
January—	
General course.....	19
June—	
General course.....	14
Kindergarten and first-year course.....	8
Kindergarten course.....	4
Total	45
Total number of graduates since the organization of the school.....	1,046

NORMAL SCHOOL GRADUATES.

JANUARY, 1906.

GENERAL COURSE.

E. Marcia Baldwin,	Elsie R. Mawha,
Charlotte E. Barton,	Agnes C. McDermitt,
Ada B. Bradley,	Ruth B. Nye,
C. Ethel Decker,	Mathilde M. Riehman,
Anna M. Faughnan,	Elizabeth Smith
Ethel Fritts,	Martha M. Storch,
Clara H. Hagar,	Anna A. Thomson,
Louise Johnson,	Helen Vreeland,
Kathreen G. B. Maurus,	Anna E. Walsh,
	Irene Wiener.

JUNE, 1906.

GENERAL COURSE.

Mary M. Alden,	Margaret D. Haines,
Grace F. Baxter,	Jane F. McDonald,
Ella A. Benkert,	Mary Mulligan,
Hazel N. Botsford,	Edna F. Nichols,
Mary L. Denbigh,	Mabel Richardson,
Elsie Eichhorn,	Helen Wallace,
Alvia L. Eisele,	Ella E. Williams.

KINDERGARTEN AND FIRST YEAR COURSE.

Isabelle Abeles,	Mary E. Harrison,
Clare W. G. Burgess,	Pearl E. Matter,
Margaretta K. Fraser,	Ethel B. Mulford,
Elsa D. A. Handel,	Mabel W. Schmidt.

KINDERGARTEN COURSE.

Ruth M. Baker,	Mattie B. Hunter,
May Courter,	Dorothy Schlesinger.

HIGH SCHOOL.

The following table exhibits the number of pupils enrolled in each grade of the High School during the past year:

GRADE	Males	Females	Total	Per cent. of total enroll- ment.	In- crease.	De- crease
Senior	55	96	151	7.7	29	..
Junior	85	135	220	11.3	..	35
Second Year	189	244	433	22.2	55	..
First Year	540	608	1,148	58.8	..	21
<hr/>						
Total	869	1,083	1,952	100.	84	56

HIGH SCHOOL GRADUATES.

JANUARY, 1906.

COLLEGE PREPARATORY COURSE.

Joseph A. Belott,	Caroline J. Seiler,
Ruth E. Bines,	Lloyd Stickles,
William Glasberg,	William R. Tuson,
Luther H. Ketels,	Mary E. Ward,
Mortimer Lowy,	Bertha H. Weinberg,
Benjamin Newman,	Max H. Weinmann,
	Florence S. Wiss.

GENERAL COURSE.

Dorothy Edna Becker,	Katherine Mackenzie,
John L. Becker,	Florence D. Macknet,
Florence E. Bennette,	Elsie L. Mink,
Byron Clayton,	Stephen E. Page,
Susie Eberhardt,	Mary L. Patterson,
Laura K. Hayes,	Grace D. Schmidt,
Jennie W. Horn,	Harold Sillcox,
Rose R. Isralowits,	Rowland B. Stalter,
Clarence S. Janifer,	William Denton Taylor,
Franklin P. Lawrence,	Belle C. Willard,
	Florence M. Winans.

ENGLISH COURSE.

Anna S. Beyer.

Arthur Schneider.

MANUAL TRAINING COURSE.

Alfred H. Henckel.

COMMERCIAL COURSE.

William G. Fisher,

William Jelley,

Edward W. Frase,

William Mitscher,

Edward L. Hartmann,

Lena Rauh,

Nellie J. Speedling.

JUNE, 1906.

COLLEGE PREPARATORY CLASS.

Maurice Simon Avidan,

Florence Lunn,

Lisette Marie Begerow,

Esther May Mac Nabb,

David Bobker,

Edith Morris,

Marjory Ross Cobb,

Reine Helene Newman,

Frederick Van Cleve Cole,

Abraham Oscar Nisenson,

Mabel Colmer,

Carl Ruehl Raquet,

Wilfred Cook,

Kenneth Read,

Helen Celeste Cummiskey,

Raymond C. Riley,

Harry Davimos,

Walter Rinck,

Irene Kitchell Dimmick,

Helen Louise Robertson,

Maude E. Emery,

Anna J. Robinson,

Guinevere Fennell,

Elizabeth Reid Sayre,

Joseph Fuerstman,

Ruby Stanley,

Helen Haines,

Harriet Hamlin Stonelake,

Harry Judson Hamblet,

Dorothy Tuttle,

Elizabeth Hobbs Heeb,

Katherine R. Van Sant,

George Hepp,

Emilie Merry Ward,

Gustav Herzberg,

David Weissman,

Arthur Feick Hinrichsen,

Elizabeth Maud Willis,

Margaret Deborah Hopkins,

Lily May Willis,

Gertrude L. Landmesser,

James Perry Wilson,

Edwin Thomas Leslie,

Russell T. Wood.

GENERAL COURSE.

Mary Ethel Allen,	Howard Isherwood,
Helen Remsen Anthony,	Anna M. Jacobus,
Harry Archie Augenblick,	Norman Andrew Kemper,
Lucia di L. Bagnulo,	Elizabeth E. Lehlbach,
Elsie Benbrook,	Josephine F. Liedtke,
Katherine Isabelle Blauvelt,	Harold G. Michaelson,
Viola Elizabeth Breunig,	Lillie May Nash,
Madge E. Britton,	Florence M. Nicol,
Paul Gill Dennis,	Erma L. Phillippi,
Effie May Ditmars,	Thomas Porter Powell,
Helen Grace Doherty,	Gertrude V. Reynolds,
Margaret Hildagarde Dolan,	Augusta Belle Root,
Jeanette Valerie Eckert,	Charlotte M. Schreinert,
Raymond Fairchild,	Emma T. Seiler,
Robert Sillcocks Furman,	Margaret Turton,
Helen Louise Gibson,	Isabelle M. Tuttle,
Florence Louise Graff,	Florence F. Van Houten,
Matilda Luyster Hampton,	Jessie M. Vincent,
Herbert C. Holzwarth,	Frances Woodruff Williams,
	Rose L. Zoslofsky.

ENGLISH COURSE.

Hazel Belle Baldwin,	Daisy Irene Vogel.
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MANUAL TRAINING COURSE.

Willard Squier.

COMMERCIAL COURSE.

Bessie M. Book,	Eugene Johnson,
George Born Chandless,	Lester Adam Kraushaar,
Elmer Goldsmith,	Louisa B. Mayr,
Rudolph F. Heiles, Jr.,	Minnie E. Nicklas,
Leona Blanche Hofker,	Jacob Spiro,
	Harold Waters.

Summary of graduates from the various courses:

	January.	June.	Males.	Females.	Total
College Preparatory Course...	13	44	27	30	57
English Course.....	2	2	1	3	4
General Course.....	21	39	17	43	60
Manual Training Course.....	1	1	2	..	2
Commercial Course.....	7	11	11	7	18
Total	44	97	58	83	141

Of the entire number of graduates, 123 were of the four years' courses and 18 of the three years' course.

The total number graduated since 1862—forty-five years ago—has been 3,488, an average of seventy-seven each year.

AVERAGE AGE OF GRADUATES, 1906.

Four Years' Courses—	Males.	Females.
January	18 yrs.	17 yrs. 1 mo.
June	17 yrs. 9 mos.	17 yrs. 10 mos.
Three Years' Course—		
January	16 yrs. 7 mos.	17 yrs.
June	17 yrs. 7 mos.	17 yrs.

HIGH SCHOOL STATISTICS.

YEAR.	Number who entered.	Total enrollment—			Average Enrollment.	Average Attendance.	Per cent. of Attendance.
		Males.	Females.	Total.			
1902 ..	563	609	866	1,475	1,124	1,040	92.5
1903 ..	616	654	856	1,510	1,110	1,036	93.3
1904 ..	735	704	928	1,636	1,239	1,160	93.6
1905 ..	780	878	1,046	1,924	1,434	1,342	93.6
1906 ..	716	869	1,083	1,952	1,493	1,406	94.2

YEAR.	Number of Classes.	Number of Teachers.	Number of Graduates.			Per cent. of Graduates.
			4 Year Courses.	Commercial Course.	Total.	
1902	37	46	121	9	130	8.8
1903	37	48	118	2	120	7.9
1904	38	48	93	13	106	6.4
1905	45	54	104	25	129	6.7
1906	45	55	123	18	141	7.2

SUMMER SCHOOLS.

Number of pupils enrolled:

Males	4,592
Females	4,924
	<hr/> 9,516
Increase	968
Average enrollment.....	6,345
Increase	175
Average attendance.....	5,495
Increase	327
Per cent. of attendance.....	86.6
Increase	2.9
Number of classes.....	160
Increase	7
Number of teachers employed.....	236
Increase	12

The following table shows the schools attended prior to entering summer schools:

SCHOOL.	Public School.	Private School.	No School.
Bergen Street.....	394	16	32
Bruce Street.....	233	100	29
Camden Street.....	362	48	33
Central Avenue.....	345	83	60
Eighteenth Avenue.....	687	41	49
Fifteenth Avenue.....	365	24	34

SCHOOL.	Public School.	Private School.	No School.
Franklin	425	26	18
Hamburg Place.....	561	180	28
Hawkins Street.....	235	114	32
Lawrence Street.....	56	8	..
Monmouth Street.....	746	34	67
Morton Street.....	938	62	82
Newton Street.....	555	26	88
Seventh Avenue.....	555	2	22
South Street.....	220	53	29
South Tenth Street.....	402	45	22
Thirteenth Avenue.....	468	54	44
Warren Street.....	257	94	33
<hr/>			
Total	7,804	1,010	702

The following exhibits the ages of children attending summer schools:

Ages.	Males.	Females.	Total.
No. between 4 and 5 years of age.	234	236	470
No. between 5 and 6 years of age.	423	462	885
No. between 6 and 7 years of age.	548	567	1,115
No. between 7 and 8 years of age.	586	578	1,164
No. between 8 and 9 years of age.	597	726	1,323
No. between 9 and 10 years of age.	575	637	1,212
No. between 10 and 11 years of age.	563	663	1,226
No. between 11 and 12 years of age.	422	443	865
No. between 12 and 13 years of age.	390	373	763
No. between 13 and 14 years of age.	195	182	377
No. between 14 and 15 years of age.	48	49	97
No. between 15 and 16 years of age.	11	7	18
No. between 16 and 17 years of age.	...	1	1
<hr/>			
Total	4,592	4,924	9,516

STATISTICS OF THE SUMMER SCHOOLS FOR THE LAST FIVE YEARS.

Year.	No. of Teachers.	No. of Classes.	Enrollment.	Average Enrollment.	Average Attendance.
1902	131	106	6,472	4,627	3,600
1903	171	132	8,073	5,762	4,958
1904	195	145	8,546	5,916	5,068
1905	224	153	8,548	6,170	5,168
1906	236	160	9,516	6,345	5,495

PLAYGROUNDS.

PLAYGROUND.	Session.	Average Daily Attendance.			No. of Teachers.
		Males.	Females.	Total.	
Branch Brook Park..	All Day.	495	498	993	5
East Side Park.....	" "	419	320	739	4
West Side Park.....	" "	783	531	1,314	4
Bruce Street.....	Half Day.	121	185	306	3
Camden Street.....	" "	188	161	349	4
Central Avenue.....	" "	60	122	182	2
Eighteenth Avenue..	" "	240	444	684	8
Elizabeth Avenue....	" "	75	58	133	3
Hawkins Street.....	" "	116	190	306	3
Lawrence Street.....	" "	90	96	186	3
Morton Street.....	" "	412	536	948	8
State Street.....	" "	151	118	269	5
Thirteenth Avenue...	" "	131	169	300	3
Warren Street.....	" "	176	216	392	3
Total		3,457	3,644	7,101	58
1905		1,679	1,616	3,295	31
Increase		1,778	2,028	3,806	27

EVENING SCHOOLS.

Number of pupils enrolled:

Males 5,912

Females 2,330

8,242

Increase 526

Number of pupils enrolled in:

Elementary schools..... 5,689

High schools.....	1,833	
Drawing school.....	720	
	<hr/>	8,242
Average enrollment:		
Elementary schools.....	2,910	
High schools.....	1,067	
Drawing school.....	504	
	<hr/>	4,481
Increase		204
Average attendance:		
Elementary schools.....	2,383	
High schools.....	908	
Drawing school.....	456	
	<hr/>	3,747
Increase		238
Per cent. of attendance:		
Elementary schools.....	81.8	
High schools.....	85.	
Drawing school.....	88.7	
	<hr/>	83.6
Increase		1.6
Number of teachers employed:		
Elementary schools.....	122	
High schools.....	58	
Drawing school.....	12	
Supervisors and special teachers.....	14	
	<hr/>	206
Increase		16

STATISTICS OF THE EVENING SCHOOLS FOR THE LAST FIVE YEARS.

Year.	No. of Teachers.	Enrollment.	Average Enrollment.	Average Attendance.	Per ct. of Attendance
1902	126	5,606	3,267	2,608	79.8
1903	140	6,444	3,648	2,935	80.4
1904	176	7,377	3,975	3,203	80.5
1905	190	7,716	4,277	3,509	82.
1906	206	8,242	4,481	3,747	83.6

REPORT OF MEDICAL INSPECTION. FOR THE SCHOOL YEAR 1905-1906.

DISTRICT.	NUMBER EXAMINED.			CAUSE OF EXCLUSION.													Total Number Excluded.
	Males.	Females.	Total.	Measles.	Diphtheria.	Scarlet Fever.	Croup.	Whooping Cough.	Mumps.	Contagious Eye Diseases.	Vermín.	Ring Worm.	Chicken Pox.	Skin Diseases.	Suppurative Ear Diseases.	St. Vitus Dance.	Others.
District No. 1.....	2,589	2,453	5,042	1	1	..	..	5	3	27	19	4	3	34	4	2	287
" 2.....	2,801	2,564	5,365	..	..	1	..	10	5	6	61	10	13	34	3	2	282
" 3.....	792	733	1,525	80	..	..	1	..	..	2	20	9	..	30	2	..	4
" 4.....	741	590	1,331	..	..	..	..	..	..	2	11	..	..	3	..	..	1
" 5.....	2,421	2,379	4,800	2	2	1	..	5	..	5	35	3	2	12	4	1	138
" 6.....	2,820	2,741	5,561	333	6	1	..	8	15	45	23	5	1	5	4	2	217
" 7.....	1,023	1,006	2,029	170	4	2	..	29	9	30	23	7	14	34	1	..	15
" 8.....	1,643	1,512	3,155	138	1	..	..	1	6	10	44	31	4	34	..	..	7
" 9.....	2,237	1,654	3,891	424	3	..	..	..	..	25	218	15	4	38	1	1	119
" 10.....	259	276	535	200	6	..	..	7	1	18	114	8	8	30	2	1	5
" 11.....	3,015	2,882	5,897	217	1	..	..	3	..	20	13	..	1	11	2	..	166
" 12.....	2,286	2,129	4,415	82	8	1	..	2	2	19	13	3	1	29	..	..	4
Total	22,627	20,919	43,546	23	15	6	1	7	43	219	594	95	52	294	23	9	1,245

LIBRARIES

SCHOOL.	Amount raised during the year.	AMOUNT RECEIVED FROM THE STATE.		NUMBER OF VOLUMES.		
		During the year.	Previously received	Purchased during the year.	Previously purchased.	On hand.
Normal and Training			\$ 60 00	....	692	650
*High			130 00	....	2,660	.....
Abington Avenue			40 00	....	120	75
Alexander Street			90 00	....	652	504
Ann Street			40 00	....	66	120
Bergen Street			20 00	....	....	Piano fund.
Bruce Street			20 00	....	24	24
Burnet Street			100 00	....	827	740
Camden Street			100 00	....	604	194
Central Avenue	\$10 00	\$10 00	210 00	....	606	400
Charlton Street			70 00	....	161	161
Chestnut Street			60 00	....	582	540
Commerce Street		10 00	60 00	....	50	50
Eighteenth Avenue			180 00	....	791	290
Elizabeth Avenue			100 00	....	277	437
Elliot Street			50 00	....	75	90
Fifteenth Avenue			30 00	....	158	150
Franklin			30 00	....	878	400
Hamburg Place			130 00	....	501	325
Hawkins Street			20 00	....	94	40
Hawthorne Avenue			30 00	....	.....	Piano fund.
Lafayette Street			60 00	....	401	175
Lawrence Street	46 00	10 00	90 00	....	435	350
Livingston Street			30 00	....	83	60
Miller Street			150 00	....	635	413
Monmouth Street			30 00	....	168	68
Morton Street			70 00	....	985	700
Newton Street	20 00		160 00	....	992	762
North Seventh Street			30 00	....	28	28
Oliver Street			150 00	....	1,111	1,015
Park Avenue			110 00	....	472	391
Peshine Avenue			70 00	....	131	100
Prospect Avenue			110 00	....	347	328
Ridge Street			20 00	....	42	40
Roseville Avenue			40 00	....	179	173
Seventh Avenue	30 00		50 00	....	181	140
South Eighth Street	10 00	10 00	150 00	....	489	48
South Market Street			20 00	....	263	155
South Street			100 00	....	206	113
South Tenth Street	10 00	10 00	70 00	....	400	239
Summer Avenue	15 00		140 00	....	1,082	478
Sussex Avenue			20 00	....	169	92
Thirteenth Avenue			20 00	....	477	310
Walnut Street			160 00	....	408	150
Warren Street .....			....	....	133	110
Wickliffe Street			40 00	....	....	....
Washington Street			80 00	....	610	610
Waverly Avenue			30 00	....	106	199
†Webster Street Training			160 00	....	46	80
Total	\$141 00	\$50 00	\$3,730 00		20,397	12,517

* Now a branch of the Free Public Library.

† Part of library was transferred to the Franklin School.

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL.	ENROLLMENT.					Average enrollment.	Average attendance.	Per cent. of attendance.	No. who have not been absent or tardy during the year.	No. of cases of tardiness.	No. of CLASSES.			TEACHERS.		Aggregate annual salary.	
	Males.	Females.	Total.	Kindergarten.							Primary.	Grammar.	Males.	Females.			
				Kindergarten.	Primary.										Grammar.		
Normal and Training.																	
Normal Department		120	120			107	103	96.4							1	9	\$12,300.00
High	705	891	1,596			1,493	1,406	94.2		1,678	86	845		21	34	\$7,800.00	
Abington Avenue	213	225	438			320	298	93.3	24	347	2	7		1	9	8,350.00	
Abington Avenue Annex	34	23	57	344	57	54	50	92.7	50	197	2	2		6	2	1,320.00	
Alexander Street	412	398	810	103	446	680	644	94.8	103	709	2	9	6	1	16	13,310.00	
Ann Street	538	501	1,039	142	772	125	867	93.9	111	168	2	16	8	21	21	17,520.00	
Bergen Street	511	544	1,055	136	343	576	984	93.7	14	546	2	9	13	24	24	20,030.00	
Bergen Street Annex	122	118	240			167	153	94.9	16	90	2	6		6	17	4,250.00	
Bruce Street	432	379	811	153	574	84	635	91.9	16	545	2	13		2	17	14,850.00	
Burnet Street	384	458	842	98	342	402	686	93.9	20	268	2	7	10	19	17	17,220.00	
Camden Street	693	655	1,348	252	976	120	1,121	94.1	15	101	2	20	2	25	25	21,140.00	
Central Avenue	613	606	1,219	130	713	376	1,007	94	24	549	2	14	11	27	27	23,220.00	
Charlton Street	1,009	1,064	2,073	535	1,322	216	1,665	92.2	11	1,032	6	30	5	40	40	33,090.00	
Charlton Street	442	470	912	85	507	320	738	92.9	12	383	2	11	8	20	20	17,870.00	
Colored	110	88	198	162	162	36	132	85.7		193	4	4	1	1	4	4,550.00	
Commerce Street	94	80	174	125	49		97	89	90.8		83	2	1	3	3	1,770.00	
Eighteenth Avenue	798	750	1,548	254	661	633	1,288	92.1	16	304	2	11	18	33	33	26,040.00	
Elizabeth Avenue	182	135	317	72	245		222	92.1	2	71	2	5		6	6	5,970.00	
Elliot Street	469	518	987	117	408	462	705	93.8	45	130	2	9	10	21	21	18,570.00	
Fifteenth Avenue	674	574	1,248	213	889	146	1,008	92.4	84	263	2	18	3	24	24	19,920.00	
Franklin	719	694	1,413	158	629	636	1,219	94.9	20	460	2	13	12	27	27	24,070.00	
Hamburg Place	692	735	1,427	125	781	521	1,160	92.5	33	460	2	16	12	30	30	26,000.00	
Hawkins Street	338	342	680	101	426	153	543	93.1	6	268	2	9	3	14	14	11,630.00	
Hawthorne Avenue	290	264	554	125	372	57	438	92.7	2	242	2	8	1	11	11	9,590.00	
James Street	85	75	160	28	132		112	89.2	4	573	1	3		5	5	3,770.00	
Lafayette Street	638	553	1,191	173	768	250	928	91.9	21	755	2	15	6	23	23	19,540.00	
Lawrence Street	306	276	582		501	81	452	92.3	22	983	2	10	2	12	12	11,570.00	
Livingston Street	266	273	539		539		495	91.3	3	162	2	12		12	12	8,670.00	
Miller Street	508	575	1,083	138	436	509	942	87.9	6	632	2	19	12	23	23	20,390.00	

Monmouth Street.....	743	1,461	311	978	172	1,180	1,092	92.2	11	662	4	22	3	1	29	22,530.00
Morton Street.....	1,103	2,177	362	1,306	509	1,700	1,648	92	17	5,421	4	28	11	2	44	36,480.00
Newton Street.....	1,041	2,941	362	1,396	545	1,651	1,556	94.2	24	849	4	23	11	1	39	31,760.00
Normal and Training Training Department.....																
North Seventh Street.....	241	501	109	338	34	362	335	92.4	5	270	2	9	1	1	8	9,700.00
Oliver Street.....	512	1,017	131	488	398	778	729	92.5	13	333	2	9	9	1	20	18,150.00
Park Avenue.....	451	889	148	408	333	789	717	91.9	21	376	2	9	10	1	21	18,740.00
Peshine Avenue.....	34	59	59	59	---	49	46	93	1	24	---	2	---	---	2	1,750.00
Prospect Avenue.....	105	102	51	156	---	144	132	92.3	---	49	---	4	---	---	3½	2,830.00
Ridge Street.....	23	37	---	24	13	35	32	91.8	1	91	---	1	1	---	2	1,420.00
Roseville Avenue.....	145	266	73	193	---	201	188	93.6	9	130	2	4	---	---	5½	4,340.00
Seventh Avenue.....	301	579	102	477	---	419	384	91.6	1	624	4	10	---	---	13	10,150.00
South Street.....	800	1,551	510	1,001	40	1,083	1,009	93.2	12	174	4	22	1	2	29	23,290.00
South Eighth Street.....	505	962	151	677	134	715	638	89.2	22	744	2	15	3	1	20	16,650.00
South Market Street.....	625	1,317	123	634	511	1,090	1,021	93.3	22	339	2	14	12	1	28	24,370.00
South Sixteenth Street.....	521	1,016	146	624	246	804	745	92.6	24	543	2	13	6	2	20	18,540.00
South Tenth Street.....	336	272	107	429	72	498	408	94	5	58	2	9	2	1	12	10,450.00
South Tenth Street Annex.....	538	1,200	127	504	569	1,057	995	94.2	37	711	2	12	12	1	26	22,720.00
State Street.....	24	43	---	43	---	55	51	92.9	---	51	---	2	---	---	2	1,040.00
Summer Avenue.....	319	620	126	494	---	396	364	91.9	4	527	2	9	---	---	11	9,920.00
Summer Place.....	433	878	93	391	394	697	653	93.6	29	151	2	8	9	1	18	16,540.00
Sussex Avenue.....	166	176	58	297	27	262	242	92.4	3	33	2	6	---	---	8	6,400.00
Thirteenth Avenue.....	408	820	113	446	261	654	608	93	23	578	2	10	6	1	18	15,020.00
Walnut Street.....	742	1,456	176	781	499	1,203	1,128	93.7	18	217	2	16	11	1	29	24,275.00
Warren Street.....	208	388	75	313	---	279	257	91.9	5	187	2	7	---	---	9	7,300.00
Washington Street.....	217	432	---	364	68	337	318	94	11	299	---	7	1	---	9	7,950.00
Waverly Avenue.....	539	1,112	120	564	428	912	877	94	40	220	2	12	9	2	22	21,720.00
Webster Street Training.....	563	1,073	152	921	---	933	878	94.1	39	156	2	13	---	1	21	17,070.00
Wickliffe Street.....	280	275	127	428	---	393	361	91.7	2	154	2	5	---	---	7	8,500.00
William Street.....	189	211	400	134	266	282	260	92	270	270	2	5	---	---	7	5,170.00
Academy Street Ungraded.....	127	106	233	154	---	165	154	93.3	1	131	2	3	---	---	4	3,450.00
Commerce Street Ungraded.....	30	16	---	14	2	18	17	95.2	---	19	---	1	---	---	1	1,400.00
Commerce Street Ungraded.....	30	30	---	28	2	37	35	94.3	---	117	---	2	---	---	2	2,150.00
Total in Day Schools.....	24,631	48,947	7,363	28,657	11,211	39,651	36,862	92.9	896	26,321	105	610	258	*80	*1,025	†\$966,665.00

NOTE—Total number of classes in day schools, 1,024. * Includes supervisors and special teachers.

† Includes salaries of supervisors and special teachers. § Not included in totals.

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL.	ENROLLMENT.					Average enrollment.	Average attendance.	Per cent. of attendance.	No. who have not been absent or tardy during the year.	No. of cases of tardiness.	No. of CLASSES.			TEACHERS.		Aggregate annual salary.
	Males.	Females.	Total.	Kindergarten.	Primary.						Grammar.	Kindergarten.	Primary.	Grammar.	Males.		Females.
EVENING SCHOOLS.																
Elementary.																
Central Avenue.....	343	92	435	---	---	---	243	196	80.9	---	---	10	---	4	7	\$2,551.00
Eighteenth Avenue.....	358	104	462	---	---	---	284	243	85.6	253	---	10	---	4	7	2,551.00
Franklin.....	318	71	389	---	---	---	190	151	79.7	7	---	8	---	---	8	1,776.00
Hamburg Place.....	196	52	248	---	---	---	142	113	79.5	108	---	5	---	1	4	1,110.00
Lafayette Street.....	465	94	559	---	---	---	239	201	84	157	---	9	---	2	4	2,329.00
Morton Street.....	593	225	818	---	---	---	422	331	78.3	9,881	---	16	---	4	14	4,105.00
Newton Street.....	256	54	310	---	---	---	169	146	86.7	38	---	7	---	3	5	1,885.00
Seventh Avenue.....	750	113	863	---	---	---	331	259	78.2	1	---	12	---	3	11	3,217.00
South Street.....	200	47	247	---	---	---	129	96	74.5	---	---	6	---	3	4	1,663.00
South Market Street.....	198	61	259	---	---	---	155	130	83.7	7	---	6	---	3	4	1,663.00
South Tenth Street.....	239	71	310	---	---	---	164	138	84.3	---	---	6	---	2	5	1,663.00
Thirteenth Avenue.....	212	88	300	---	---	---	160	139	86.8	6	---	8	---	1	9	1,332.00
Washington Street.....	353	99	452	---	---	---	263	225	85.8	220	---	8	---	---	9	2,107.00
Total	4,481	1,171	5,652	---	---	---	2,891	2,368	81.9	50	---	109	---	29	92	\$27,952.00
High.																
Central	248	182	430	---	---	---	254	207	81.9	---	---	---	---	13	2	\$5,687.00
Franklin	148	166	314	---	---	---	123	96	78.7	2	---	---	---	7	2	3,352.00
Hamburg Place.....	190	322	512	---	---	---	361	319	88.3	47	---	---	---	8	8	5,928.00
Thirteenth Avenue.....	264	313	577	---	---	---	329	286	86.9	---	---	---	---	11	7	6,664.00
Total	850	983	1,833	---	---	---	1,067	908	85	49	---	---	---	39	19	\$21,601.00

ANNUAL REPORT OF THE ATTENDANCE DEPARTMENT, SCHOOL YEAR 1905-1906.

[illegible]

SUMMARY OF WORK OF ATTENDANCE DEPARTMENT
FROM SEPTEMBER, 1905, UNTIL
JUNE 1906, INCLUSIVE.

Whole number of children reported to attendance department:

Truants reported by principals of public schools.	2,338
Absentees reported by principals of public schools	8,301
Non-attendants reported by principals of public schools	1,761
Truants, etc., reported by principals of other schools	858
Truants, etc., reported by Police.....	46
Truants, etc., reported through other sources....	100
<hr/>	
Total.....	13,404

Whole number of visits to schools:

Visits to public schools.....	6,060
Visits to other schools.....	678
<hr/>	
Total.....	6,738

Whole number of visits to homes:

On account of truancy.....	2,720
On account of absence.....	10,335
On account of non-attendance.....	2,036
Number of children found on the street and taken home	844
<hr/>	
Total.....	15,935

Whole number of children returned to school:

Truants returned to public school.....	2,740
Absentees returned to public school.....	8,014
Non-attendants placed in school.....	1,760
Truants, etc., returned to other schools.....	832
Children found on the street and taken to school..	849
Total.....	14,185

Whole number of transfer cards investigated.... 3,791

Whole number of permits and badges issued to
newsboys 201

Whole number of legal notices served..... 1,052

Whole number of parents summoned to police
court 238

Whole number of parents prosecuted and con-
victed 19

FINANCIAL STATISTICS.

TABLE A.
ESTIMATED VALUE OF SCHOOL HOUSES,
SITES. AND SCHOOL FURNITURE.

NAME OF SCHOOL HOUSE.	Value of Sites.	Building and Furniture.	Total.
Normal and Training	\$ 25,000	\$ 48,000	\$ 73,000
Webster Street "	25,000	25,000	50,000
High School.....	85,000	230,000	315,000
Burnet Street.....	36,000	176,000	212,000
State Street.....	10,000	19,000	29,000
Washington Street...	39,000	76,000	115,000
Colored	15,000	18,000	33,000
Morton Street.....	45,000	95,000	140,000
Monmouth Street....	8,000	60,000	68,000
Lawrence Street....	25,000	45,000	70,000
Commerce Street....	10,000	14,500	24,500
Chestnut Street.....	10,000	51,000	61,000
Lafayette Street.....	27,600	53,000	80,600
South Eighth Street...	12,500	144,000	156,500
Thirteenth Avenue....	43,700	163,000	206,700
Bruce Street.....	10,000	50,000	60,000
Alexander Street....	8,800	62,000	70,800
Richelieu Terrace....	7,800	.....	7,800
Central Avenue.....	17,400	74,000	91,400
Warren Street.....	13,000	26,000	39,000
Wickliffe Street.....	6,000	10,000	16,000
Summer Avenue.....	10,000	48,000	58,000
Elliot Street.....	13,600	100,000	113,600
Ridge Street.....	4,800	5,000	9,800
Abington Avenue....	4,500	83,500	88,000
Summer Place.....	3,500	31,500	35,000
Parker Street.....	18,000	.....	18,000
Miller Street.....	10,000	58,000	68,000
Elizabeth Avenue....	15,000	12,800	27,800
Charlton Street.....	12,600	99,600	112,200
Peshine Avenue.....	5,500	5,500	11,000
Prospect Avenue....	700	3,300	4,000
Park Avenue.....	800	2,500	3,300
Oliver Street.....	10,000	70,000	80,000

TABLE A-Continued.

NAME OF SCHOOL HOUSE.	Value of Sites.	Building and Furniture.	Total.
South Street.....	\$ 8,500	\$ 51,000	\$ 59,500
Walnut Street.....	8,000	7,000	15,000
Ann Street.....	7,200	55,000	62,200
North Seventh Street.	7,500	55,000	62,500
Roseville Avenue.....	6,000	30,500	36,500
Sussex Avenue.....	18,000	53,000	71,000
South Market Street..	10,500	58,000	68,500
Hamburg Place.....	19,000	170,000	189,000
Hawkins Street.....	5,000	53,000	58,000
South Tenth Street...	6,000	45,000	51,000
Camden Street.....	14,000	59,000	73,000
Waverly Avenue.....	9,000	50,000	59,000
Fifteenth Avenue....	5,400	54,000	59,400
Hawthorne Avenue...	6,600	32,000	38,600
South 16th Street....	10,800	43,000	53,800
Avon Avenue.....	9,000	134,000	143,000
Fourteenth Avenue...	10,000	83,000	93,000
Newton Street.....	10,000	77,000	87,000
Eighteenth Avenue....	7,000	60,000	67,000
Bergen Street.....	14,000	63,000	77,000
Belmont Avenue.....	27,000	136,000	163,000
Franklin	20,400	145,000	165,400
Seventh Avenue.....	21,500	63,500	85,000
Commercial and Man- ual Training High..	62,500	.....	62,500
High School (Southern Section).	40,000	.....	40,000
High School (Eastern Section)	43,000	.....	43,000
Marshall St. (Shop)	10,000	5,000	15,000
	\$1,004,700	\$3,541,200	\$4,545,900

TABLE B.
REPAIRS

SCHOOL BUILDINGS.	Ordinary Repairs	Extraor- dinary Repairs	Whole Amount Expended
Normal and Training.....	\$144 90	.....	\$1,517 41
New lockers.....	\$593 16	.....
New floors.....	311 63	.....
Painting interior walls....	103 75	.....
New flagging and relaying.	232 86	.....
Covering steam pipes.....	131 11	.....
Webster Street.....	206 41	.... .	499 81
Pointing up exterior walls.	144 40	.....
Painting interior wood work	149 00	.....
High	834 47	... .	2,501 44
Painting assembly room
walls and interior wood-	666 60	.....
work
Repairing roof, gutters and	483 90	.....
tower
Installing ventilator deflect-	164 79	.. .
ors
Painting exterior wood-	96 00	.....
work
Artificial stone paving....	130 76	.....
Overhauling electrical work	124 92	.....
Burnet Street.....	232 43	.....	748 35
New court floors.....	442 70	.....
Temporary water main....	73 22	.....
State Street.....	83 96	.....	1,094 92
New floors.....	174 53	.....
Cement work.....	75 95	.....
Relaying flagging.....	262 57	.....
New chandeliers.....	332 91	.....
Painting interior wood-	165 00	.....
work
James Street.....	2 33	.....	2 33
Washington Street.....	264 66	.....	1,306 30
Artificial stone steps.....	725 00	.....
New windows.....	280 64	.....
Metal window strips.....	36 00	.....

TABLE B-Continued.

SCHOOL BUILDINGS.	Ordinary Repairs	Extraor- dinary Repairs	Whole Amount Expended
Colored	\$256 12	.....	\$825 90
Gas fitting and fixtures...	.....	351 78	.....
Painting exterior wood- work and fences.....	.....	218 00	.....
Morton Street.....	570 93	.....	6,131 92
Electric wiring and fixtures .....	.....	2,493 75	.....
Repairing roof and leaders .....	.....	367 42	.....
Painting interior walls and woodwork .....	.....	1,777 00	.....
Enlarging class room win- dows.....	.....	500 00	.....
Snow guards.....	.....	297 00	.....
New wash basin.....	.....	125 82	.....
William Street.....	30	.....	30
Monmouth Street.....	400 54	.....	2,030 48
New floors.....	.....	173 26	.....
New book cases.....	.....	56 07	.....
Enlarging class room win- dows .....	.....	500 00	.....
Runways for toilet.....	.....	274 63	.....
Painting interior walls....	.....	520 00	.....
Painting toilets.....	.....	56 60	.....
Relaying flagging.....	.....	49 38	.....
Lawrence Street.....	144 64	.....	784 38
New floors.....	.....	147 36	.....
New leader.....	.....	39 38	.....
Painting interior walls, woodwork and bronzing radiators .....	.....	453 00	.....
Commerce Street.....	90 03	.....	421 66
New floors.....	.....	331 63	.....
Chestnut Street.....	283 95	.....	5,302 45
Painting roofs.....	.....	75 00	.....
New flagging and relaying .....	.....	516 23	.....
New water main.....	.....	164 75	.....
New toilets.....	.....	4,176 40	.....
New storm sheds.....	.....	86 12	.....

TABLE B-Continued

SCHOOL BUILDINGS.	Ordinary Repairs	Extraor- dinary Repairs.	Whole Amount Expended.
Lafayette Street.....	\$429 56	.....	\$3,021 09
New floors.....	\$472 07	.....
Extending drinking troughs.....	50 00	.....
New wash basin and sinks.....	125 00	.....
Painting interior and ex- terior of portable build- ing.....	122 00	.....
Installing gas and fixtures in portable building....	76 15	.....
Moving portable building.	247 49	.....
Grading yard.....	60 00	.....
New flagging and relaying.....	187 48	.....
New windows.....	425 00	.....
Painting roofs.....	185 00	.....
Painting interior walls....	340 00	.....
New fence.....	126 90	.....
Plans for new toilets.....	174 44	.....
South Eighth Street.....	257 08	.....	858 48
New floors.....	336 00	.....
Grading and paving yard..	209 40	.....
Artificial stone walk.....	56 00	.....
Thirteenth Avenue.....	133 53	.....	351 41
Enlarging gas pipes.....	53 12	.....
Repairing roof.....	164 76	.....
Bruce Street.....	263 67	.....	5,261 24
Finishing assembly room..	4,887 70	.....
Repairing roof and leaders.	109 87	.....
Alexander Street.....	87 61	.....	5,444 64
Raising chimney.....	61 50	.....
Painting interior walls and woodwork.....	205 00	.....
Changing surface drains...	124 60	.....
Moving portable buildings.	412 11	.....
New leaders and repairing.	193 20	.....
Artificial stone walk.....	479 67	.....
New toilets.....	3,880 95	.....
Central Avenue.....	349 33	.....	2,222 01
New ceilings.....	522 86	.....
New floors.....	91 87	.....

TABLE B-Continued.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extraor- dinary Repairs.	Whole Amount Expended.
Relaying flagging.....		\$ 30 53	
Painting interior walls and woodwork		935 00	
Artificial stone walk.....		292 42	
Warren Street.....	\$105 72		\$1,060 73
New floors.....		559 19	
Painting courts.....		110 00	
New teachers' toilet.....		101 26	
Extending urinal.....		184 56	
Wickliffe Street.....	23 27		23 27
Summer Avenue.....	197 89		5,619 84
New court floors.....		432 50	
Painting interior walls....		334 00	
Painting exterior wood- work		310 80	
New floors.....		77 10	
New toilets.....		4,267 55	
Elliot Street.....	143 45		778 32
New runway.....		470 05	
Fitting up kitchen.....		164 82	
Ridge Street.....	13 33		13 33
Abington Avenue.....	142 04		445 04
Artificial stone walk.....		20 00	
Painting exterior wood- work		283 00	
Summer Place.....	161 98		352 48
Artificial stone walk and driveway		190 50	
Miller Street.....	326 45		1,051 15
New drinking troughs.....		80 50	
Painting interior walls....		360 00	
New leaders.....		284 20	
Elizabeth Avenue.....	60 49		1,048 23
New flagging.....		498 68	
Painting interior walls....		67 00	
New ceilings.....		81 19	
New water main.....		200 00	
New teachers' toilets.....		90 87	
Toilet in basement.....		50 00	

TABLE B-Continued.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extraor- dinary Repairs.	Whole Amount Expended.
Charlton Street.....	\$373 30	.....	\$2,634 96
New sink.....	\$ 50 00	.....
Repairing roof and leaders.....	369 00	.....
Painting cornice and screens.....	115 00	.....
Painting interior walls and woodwork	734 00	.....
Laying artificial stone and yard drain	856 55	.....
New storm sheds.....	77 81	.....
Repairing iron fence.....	59 30	.....
Peshine Avenue.....	43 11	.....	498 96
Repairing roof and leaders.....	317 85	.....
Painting roof.....	42 00	.....
Painting plaster walls.....	96 00	.....
Prospect Avenue.....	129 25	.....	385 28
New window screens.....	94 58	.....
Pointing up exterior walls.....	71 45	.....
Painting exterior wood- work	90 00	.....
Park Avenue.....	58 69	.....	453 69
New window screens.....	70 34	.....
Painting exterior wood- work	165 00	.....
New urinal.....	43 37	.....
Building coal bin.....	64 97	.....
Repairing fence.....	51 32	.....
Oliver Street.....	218 88	.....	1,155 01
New tin roof.....	150 00	.....
Painting and repairing roof.....	255 35	.....
Pointing up exterior walls.....	153 25	.....
Painting interior walls.....	169 00	.....
Relaying flagging.....	208 53	.....
South Street.....	319 58	.....	3,092 68
New floors.....	732 00	.....
New windows.....	425 00	.....
Painting interior walls and woodwork	751 00	.....
Snow guards.....	155 00	.....

TABLE B-Continued.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extraor- dinary Repairs.	Whole Amount Expended.
New toilets.....		\$368 25	.....
Painting roofs.....		220 00	.....
Repairing roof and leaders.....		121 85	.....
Walnut Street.....	\$67 57	.....	\$258 32
Painting interior walls....		133 50	.....
Gas fixtures.....		28 05	.....
Artificial stone work.....		29 20	.....
Ann Street.....	281 02	.....	1,093 14
New floor.....		58 14	.....
Painting interior walls....		197 00	.....
Pointing up exterior walls.....		184 30	.....
Painting and repairing roof.....		303 95	.....
Enclosing teachers' toilets.....		68 73	.....
North Seventh Street.....	205 44	.....	2,332 07
Artificial stone steps, walk and yard.....		1,296 24	.....
Painting interior walls....		229 00	.....
Pointing up exterior walls.....		493 55	.....
Relaying flagging.....		107 84	.....
Roseville Avenue.....	156 96	.....	323 54
Painting interior walls....		49 00	.....
Mason work.....		91 88	.....
Electrical work.....		25 70	.....
Sussex Avenue.....	317 08	.....	1,024 27
Painting interior wood- work.....		85 00	.....
Painting interior walls....		225 00	.....
New flagging and relaying.....		130 17	.....
New fence.....		267 02	.....
South Market Street.....	258 39	.....	1,337 44
Pointing up exterior walls.....		196 65	.....
Repairing roof and leaders.....		212 40	.....
Painting roofs.....		69 00	.....
Painting interior walls and woodwork.....		601 00	.....
Hamburg Place.....	218 98	.....	1,142 51
New floors.....		404 80	.....
Paving sidewalk.....		116 09	.....

TABLE B-Continued.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extraor- dinary Repairs.	Whole Amount Expended.
Repairing roof and leader		\$137 05	.....
Fitting up kitchen.....		265 59	.....
Hawkins Street.....	\$191 81	.....	\$3,091 23
New flagging and relaying.....		377 54	.....
New floors.....		109 68	.....
Painting interior walls and woodwork		553 00	.....
New toilets.....		1,723 05	.....
Mason work.....		136 15	.....
South Tenth Street.....	202 52	.....	2,174 62
Painting interior walls and woodwork		563 00	.....
Pointing up exterior walls.....		195 00	.....
Relaying flagging.....		45 26	.....
Clean out pit in yard.....		75 50	.....
New sewer and connecting leaders		425 97	.....
Artificial stone walk.....		387 49	.....
New ceilings.....		62 19	.....
New leaders		217 69	.....
South Tenth Street Annex..	5 60	... ..	5 60
Camden Street.....	267 15	.....	1,137 67
New fence.....		112 52	.....
New metal ceiling.....		120 00	.....
Painting interior walls and woodwork		310 00	.....
Alberene partitions in toi- lets		328 00	.....
Waverly Avenue.....	105 54	.....	6,134 45
Painting roof.....		250 00	.....
Painting plaster walls.....		1,022 00	.....
Rebronzing steam coils....		70 00	.....
Snow guards.....		297 00	.....
Grading and relaying flag- ging		61 76	.....
New toilets.....		4,129 15	.....
New water main.....		199 00	.....

TABLE B-Continued.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extraor- dinary Repairs.	Whole Amount Expended.
Fifteenth Avenue.....	\$332 98	.....	\$2,880 04
New ceilings.....		\$483 33	.....
New leaders.....		302 20	.....
Repairing roof.....		165 88	.....
Painting interior walls and woodwork		667 00	.....
Pointing up brick and re- setting stone work.....		401 80	.....
New toilet.....		70 50	.....
Alberene partitions in toi- lets		456 35	.....
Hawthorne Avenue.....	60 91	.. .....	1,060 42
Painting exterior wood- work		127 00	.....
Painting interior walls and woodwork		126 00	.....
New clean out pit.....		165 50	.....
New drinking trough.....		78 00	.....
New fence.....		333 76	.....
Moving portable building.		169 25	.....
South Sixteenth Street.....	139 07	.....	536 01
Alberene partitions in toi- lets		220 00	.....
New flagging and relaying.		176 94	.....
Fourteenth Avenue.....	29 54	.....	29 54
Avon Avenue.....	81 08	.....	81 08
Newton Street.....	345 30	.....	553 08
New floors.....		207 78	.....
Eighteenth Avenue.....	269 06	.....	1,880 18
New floors.....		649 70	.....
Painting interior walls and woodwork		679 50	.....
New flagging and relaying.		174 91	.....
New ceilings.....		107 01	.....
Livingston Street.....	13 45	.....	13 45

TABLE B-Continued.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extraor- dinary Repairs.	Whole Amount Expended.
Bergen Street.....	\$226 90	.....	\$1,846 90
Painting interior walls and woodwork .....	.....	1,620 00	.....
Bergen Street Annex.....	187 99	.....	911 11
Painting and papering walls .....	.....	71 85	.....
Removing chimney.....	.....	116 85	.....
New water service.....	.....	76 93	.....
New toilets.....	.....	457 49	.....
Belmont Avenue.....	102 71	.....	312 56
Electrical work.....	.....	76 24	.....
New fence.....	.....	133 61	.....
Franklin	148 07	.....	421 43
Fitting up kitchen.....	.....	75 73	.....
New fence.....	.....	88 76	.....
Seventh Avenue.....	234 97	.....	1,775 60
New fence.....	.....	186 17	.....
Artificial stone paving.....	.....	339 25	.....
Repairing roof and leaders .....	.....	350 81	.....
Painting corridor walls and courts .....	.....	475 00	.....
Cementing exterior walls..	.....	189 40	.....
Academy Street Ungraded..	6 55	... ..	6 55
Drawing	18 57	.....	161 48
New fittings and fixtures..	.....	142 91	.....

TABLE C.
FURNITURE AND SUPPLIES.

SCHOOL BUILDINGS.	Ordinary Supplies.	Extraor- dinary Supplies.	Total.
Normal and Training	\$115 57	.....	\$709 82
New furniture .....	.....	\$ 594 25	.....
Webster Street	54 78	.....	88 57
New furniture.....	.....	33 79	.....
High	552 09	.....	1,556 81
New furniture.....	.....	901 60	.....
Electric wiring.....	.....	103 12	.....
Burnet Street	107 22	.....	575 72
New furniture.....	.....	468 50	.....
State Street	64 66	.....	118 06
New furniture.....	.....	53 40	.....
James Street	65 43	.....	111 48
New furniture.....	.....	46 05	.....
Washington Street	69 31	.....	658 36
New furniture .....	.....	589 05	.....
Colored	21 23	.....	54 28
New furniture .....	.....	33 05	.....
Morton Street	137 55	.....	957 45
New furniture .....	.....	819 90	.....
William Street	6 90	.....	12 77
New furniture .....	.....	5 87	.....
Monmouth Street	126 99	.....	416 61
New furniture .....	.....	59 62	.....
Installing telephones.....	.....	230 00	.....
Lawrence Street	102 18	.....	448 55
New furniture .....	.....	346 37	.....
Commerce Street	24 93	.....	60 45
New furniture .....	.....	35 52	.....
Chestnut Street	83 74	.....	126 99
New furniture .....	.....	43 25	.....
Lafayette Street	280 71	.....	1,156 64
New furniture .....	.....	875 93	.....

TABLE C-Continued.

SCHOOL BUILDINGS.	Ordinary Supplies.	Extraor- dinary Supplies.	Total.
South Eighth Street	\$115 31	....	\$533 86
New furniture .....	.....	\$418 55	.....
Thirteenth Avenue	79 86	.....	316 66
New furniture .....	.....	236 80	.....
Bruce Street	100 96	.....	1,987 59
New furniture .....	.....	1,886 63	.....
Alexander Street.....	144 66	.....	493 94
New furniture.....	.....	165 31	.....
Electric wiring.....	.....	183 97	.....
Central Avenue	166 72	.....	1,933 27
New furniture .....	.....	1,485 00	.....
Electric wiring.....	.....	134 15	.....
Installing telephones.....	.....	147 40	.....
Warren Street	107 31	.....	719 36
New furniture .....	.....	612 05	.....
Wickliffe Street	22 67	.....	128 62
New furniture .....	.....	105 95	.....
Summer Avenue	136 89	.....	840 36
New furniture .....	.....	703 47	.....
Elliot Street	274 31	.....	6,353 09
New furniture .....	.....	5,105 59	.....
Slate blackboards.....	.....	871 11	.....
Electric gongs.....	.....	63 00	.....
Electric wiring.....	.....	39 08	.....
Ridge Street	14 24	.....	45 50
New furniture .....	.....	31 26	.....
Abington Avenue	30 00	.....	143 60
New furniture .....	.....	113 60	.....
Abington Avenue Annex...	11 36	.....	18 16
New furniture .....	.....	6 80	.....
Summer Place	27 69	.....	42 63
New furniture .....	.....	14 94	.....
Miller Street	121 11	.....	237 59
New furniture .....	.....	116 48	.....
Elizabeth Avenue	40 20	.....	71 35
New furniture .....	.....	31 15	.....

TABLE C-Continued.

SCHOOL BUILDINGS.	Ordinary Supplies.	Extraor- dinary Supplies	Total.
Charlton Street	\$174 77	.....	\$1,023 02
New furniture .....	.....	\$512 55	.....
Electric wiring .....	.....	335 70	.....
Peshine Avenue	30 71	.....	30 71
Prospect Avenue	10 93	.....	19 73
New furniture .....	.....	8 80	.....
Park Avenue	40 84	.....	132 88
New furniture .....	.....	49 29	.....
Slate blackboards .....	.....	42 75	.....
Oliver Street	131 70	.....	917 64
New furniture .....	.....	785 94	.....
South Street	180 21	.....	754 99
New furniture .....	.....	574 78	.....
Walnut Street	63 12	.....	237 90
New furniture .....	.....	174 78	.....
Ann Street	161 50	.....	901 79
New furniture .....	.....	740 29	.....
North Seventh Street	106 82	.....	506 57
New furniture .....	.....	399 75	.....
Roseville Avenue	72 03	.....	154 73
New furniture .....	.....	33 45	.....
Electric wiring .....	.....	49 25	.....
Sussex Avenue	62 23	.....	175 14
New furniture .....	.....	112 91	.....
South Market Street	219 65	.....	362 60
New furniture .....	.....	44 23	.....
Electric wiring .....	.....	98 72	.....
Hamburg Place	238 20	.....	478 89
New furniture .....	.....	240 69	.....
Hawkins Street	139 51	.....	494 81
New furniture .....	.....	71 30	.....
Electric gongs .....	.....	284 00	.....
South Tenth Street	97 90	.....	634 28
New furniture .....	.....	291 38	.....
Installing telephones .....	.....	245 00	.....

TABLE C—Continued.

SCHOOL BUILDINGS.	Ordinary Supplies.	Extraor- dinary Supplies.	Total.
South Tenth Street Annex..	\$ 34 54	.....	\$ 56 40
New furniture.....		\$21 86	.....
Camden Street	217 15	.....	831 45
New furniture		614 30	.....
Waverly Avenue	158 08	.....	578 98
New furniture		420 90	.....
Fifteenth Avenue	78 12	.....	709 37
New furniture.....		631 25	.....
Hawthorne Avenue	49 76	.....	66 86
New furniture		17 10	.....
South Sixteenth Street	69 47	.....	751 06
New furniture		681 59	.....
Fourteenth Avenue.....	128 97	.....	7,035 92
New furniture.....		5,761 05	.....
Slate blackboards.....		1,048 90	.....
Electric gongs.....		97 00	.....
Avon Avenue.....	199 11	.....	6,327 29
New furniture.....		5,219 80	.....
Slate blackboards.....		850 38	.....
Electric gongs.....		58 00	.....
Newton Street	148 70	.....	1,121 46
New furniture		854 90	.....
Installing telephones.....		117 86	.....
Eighteenth Avenue	173 66	.....	914 47
New furniture		740 81	.....
Livingston Street	23 88	.....	29 88
New furniture.....		6 00	.....
Bergen Street	146 83	.....	246 85
New furniture		100 02	.....
Bergen Street Annex.....	72 72	.....	208 62
New furniture.....		135 90	.....

TABLE C-Continued.

SCHOOL BUILDINGS.	Ordinary Supplies.	Extraor- dinary Supplies.	Total
Belmont Avenue.....	\$236 22	.....	\$10,178 87
New furniture.....	.....	\$7,928 19	.....
Slate blackboards.....	.....	1,727 06	.....
Electric gongs.....	.....	287 40	.....
Franklin	69 37	.....	166 97
New furniture .....	.....	97 60	.....
Seventh Avenue	97 75	.....	868 62
New furniture .....	.....	770 87	.....
Academy Street Ungraded..	6 41	.....	16 14
New furniture.....	.....	9 73	.....
Commerce Street Ungraded	28	.....	28
Morton Street Evening	1 28	.....	1 28
Lafayette Street Evening....	17	.....	17
Thirteenth Avenue Evening	55	.....	55
Central Avenue Evening ...	52	.....	52
South Street Evening	92	.....	92
South Market St. Evening ..	25	.....	25
Hamburg Place Evening....	3 60	.....	3 60
South Tenth Street Evening	08	.....	08
Newton Street Evening.....	6 00	.....	6 00
Eighteenth Ave. Evening...	83	.....	83
Franklin Evening	57	.....	57
Commerce St. Recreation....	28 40	.....	43 40
New furniture.....	.....	15 00	.....
Drawing	17 28	.....	25 78
New furniture .....	.....	8 50	.....

TABLE D. (Continued.)
HEATING APPARATUS AND FUEL.

SCHOOL BUILDINGS.	HEATING APPARATUS.			FUEL.			
	Ordinary Expenditures.	Extraordinary.	Total.	Total.	Cost.	Tons of Coal.	Cost of Wood.
Summer Avenue.....	96.30	---	96.30	100	404.00	7.50	411.50
Elliot Street.....	76.07	---	76.07	175	935.63	---	935.63
Ridge Street.....	16.80	---	16.80	10	62.50	---	62.50
Abington Avenue.....	30.33	105.40	136.33	61	204.00	11.25	215.25
Abington Avenue Annex.....	---	---	---	5	30.50	---	30.50
Summer Place.....	97.03	---	97.03	85¾	343.00	7.50	350.50
Miller Street.....	100.80	---	100.80	150	600.00	7.50	607.50
Elizabeth Avenue.....	32.74	239.85	272.59	48	192.00	---	192.00
Charlton Street.....	250.37	3,647.56	3,897.93	284½	1,162.50	---	1,162.50
Peshine Avenue.....	7.00	166.45	173.45	20	88.38	3.75	92.13
Prospect Avenue.....	17.30	122.34	139.64	10	51.62	7.50	59.12
Park Avenue.....	9.30	607.00	616.30	8	32.00	---	32.00
Oliver Street.....	134.85	---	134.85	135	540.00	---	540.00
South Street.....	178.05	---	178.05	130	520.00	7.50	527.50
Walnut Street.....	29.31	---	29.31	20	120.00	3.75	123.75
Ann Street.....	186.83	209.68	396.51	105	420.00	---	420.00
North Seventh Street.....	86.46	106.39	192.85	120	502.50	7.75	510.25
Roseville Avenue.....	30.42	---	30.42	65	260.00	3.88	263.88
Sussex Avenue.....	89.83	---	89.83	59¼	237.00	---	237.00
South Market Street.....	150.47	501.91	652.38	82½	330.00	---	330.00
Hamburg Place.....	140.06	---	140.06	165	895.55	15.00	910.55
Hawkins Street.....	56.05	820.24	876.29	70	280.00	---	280.00

SCHOOL BUILDINGS.

South Tenth Street-----	231.66	165	600.00	1.40	600.00
South Tenth Street Annex-----	11.35	3	18.75	---	20.15
Camden Street-----	234.53	100	400.00	---	400.00
Waverly Avenue-----	349.35	145	580.00	---	580.00
Fifteenth Avenue-----	193.91	168½	674.00	15.00	689.00
Hawthorne Avenue-----	161.10	90	404.00	7.75	411.75
South Sixteenth Street-----	101.83	119½	489.25	7.50	496.75
Fourteenth Avenue-----	---	95	380.00	7.50	387.50
Avon Avenue-----	---	83	340.00	15.00	355.00
Newton Street-----	185.16	163	652.00	3.87	655.87
Eighteenth Avenue-----	95.73	111¼	456.26	8.50	464.76
Livingston Street-----	12.75	15	93.75	3.75	97.50
Bergen Street-----	64.45	190¼	833.25	7.50	840.75
Bergen Street Annex-----	247.73	16	102.50	3.88	106.38
Belmont Avenue-----	---	123	492.00	7.50	499.50
Franklin-----	184.42	155	760.00	---	760.00
Saventh Avenue-----	42.71	155	620.00	7.50	627.50
Drawing -----	41.55	27	167.50	---	167.50

Abington Avenue.....	320	7,934.15	405.54	1,403.00	9,805.89	522.00	10,327.89	1.27	30.65
Abington Avenue Annex.....	54	1,650.65	6.83	461.86	2,125.14	6.80	2,131.94	1.13	39.35
Summer Place.....	262	6,454.28	292.07	1,623.24	8,375.59	205.44	8,581.03	1.12	31.97
Miller Street.....	942	20,624.42	1,256.69	2,780.80	24,041.91	841.18	25,483.00	1.31	26.15
Elizabeth Avenue.....	222	5,362.65	219.11	1,191.83	6,752.39	1,258.74	8,011.13	1.99	30.51
Charlton Street.....	1,065	33,149.11	1,715.95	4,147.75	39,012.81	6,222.30	45,770.28	1.03	23.43
Peshine Avenue.....	144	3,303.16	145.77	796.20	4,245.13	622.30	4,867.43	1.01	29.48
Prospect Avenue.....	35	1,652.90	40.21	516.60	2,209.71	387.37	2,597.08	1.15	63.13
Park Avenue.....	49	2,103.30	55.73	450.83	2,609.86	1,094.04	3,703.90	1.14	53.26
Oliver Street.....	779	17,964.45	1,034.67	2,806.82	21,805.94	1,722.07	23,528.01	1.33	27.99
South Street.....	715	17,000.07	799.46	2,583.03	20,382.56	3,347.88	23,730.44	1.12	28.51
Walnut Street.....	270	7,228.40	295.72	1,199.22	8,663.34	3,028.87	11,692.21	1.84	31.05
Ann Street.....	867	17,452.33	904.17	2,807.75	21,164.25	1,762.09	22,926.34	1.04	24.41
North Seventh Street.....	788	18,576.37	1,115.58	2,826.87	22,518.82	2,632.77	25,151.59	1.42	28.58
Roseville Avenue.....	419	9,979.19	470.50	1,550.02	11,003.71	249.28	12,242.99	1.12	28.62
Sussex Avenue.....	654	14,817.73	903.49	2,306.02	18,027.14	820.10	18,847.24	1.38	27.56
South Market Street.....	804	18,267.25	914.29	2,677.45	21,858.97	1,723.91	23,582.88	1.13	27.18
Hamburg Place.....	1,160	25,920.02	1,495.40	3,303.57	30,718.99	1,164.22	31,883.21	1.28	26.48
Hawkins Street.....	543	11,884.48	664.30	2,046.17	14,594.95	4,074.96	18,669.91	1.22	26.88
South Tenth Street.....	1,057	22,037.75	1,098.90	2,642.67	25,779.32	2,308.48	28,287.80	1.04	24.37
South Tenth Street Annex.....	55	484.60	---	231.64	716.24	21.86	738.10	---	13.02
Camden Street.....	1,121	20,985.97	895.33	2,402.73	24,344.03	1,719.35	26,063.38	1.80	21.71
Waverly Avenue.....	933	16,851.20	960.09	2,451.99	20,263.28	6,799.16	27,062.44	1.03	21.72
Fifteenth Avenue.....	1,008	20,019.05	882.27	2,823.52	23,724.84	3,178.31	26,903.15	1.88	23.54
Hawthorne Avenue.....	438	9,717.17	624.79	1,824.32	12,106.28	1,150.31	13,316.59	1.43	27.78
South Sixteenth Street.....	498	10,819.91	545.28	2,002.29	13,367.48	1,078.53	14,446.01	1.10	26.85
Fourteenth Avenue.....	598	5,019.70	1,464.22	1,260.57	7,744.49	6,906.95	14,651.44	2.45	12.95
Avon Avenue.....	717	5,707.18	2,012.07	1,243.27	8,962.52	6,128.18	15,090.70	2.81	12.50
Newton Street.....	1,651	31,552.80	1,960.96	3,260.64	36,774.50	1,288.95	38,062.85	1.19	22.27
Eighteenth Avenue.....	1,285	24,360.30	1,629.36	2,692.46	28,622.06	2,351.33	30,973.90	1.97	22.22
Livingston Street.....	495	7,761.13	315.66	1,922.83	9,999.62	6.00	10,005.62	1.64	26.20
Bergen Street.....	984	19,816.92	1,880.69	3,191.49	24,889.10	1,720.02	26,609.12	1.31	25.29
Bergen Street Annex.....	167	8,523.71	175.79	1,332.09	5,031.59	1,066.75	6,138.34	1.05	30.13
Belmont Avenue.....	1,052	7,228.88	3,267.36	1,785.84	12,882.08	10,152.50	23,034.58	3.10	12.25
Franklin.....	1,219	24,446.45	1,510.58	2,947.20	28,904.23	302.52	29,206.75	1.23	23.71
Seventh Avenue.....	1,083	22,887.96	1,110.32	2,922.51	26,930.79	3,610.10	30,530.89	1.63	24.86
Academy Street.....	18	1,400.00	16.11	452.96	1,869.07	9.73	1,878.80	1.89	103.83
Commerce Street Ungraded.....	37	2,149.54	52.40	---	2,202.22	---	2,202.22	1.42	59.51
Central Evening High.....	254	5,429.00	904.81	517.80	6,851.61	---	6,851.61	3.56	26.97
Thirteenth Avenue Evening High.....	320	4,429.35	427.14	494.03	6,330.52	---	6,330.52	1.29	19.24
Hamburg Place Evening High.....	361	4,727.60	15.19	524.23	5,267.02	---	5,267.02	0.04	14.59
Franklin Evening High.....	123	2,857.00	171.45	374.01	3,102.46	---	3,102.46	1.30	25.22
Washington Street Evening.....	263	2,508.00	154.24	313.78	2,976.02	---	2,976.02	59	11.31
Morton Street Evening.....	422	4,703.75	173.24	839.13	5,716.12	---	5,716.12	41	13.55
Lafayette Street Evening.....	239	2,520.00	139.69	163.37	2,823.06	---	2,823.06	58	11.81
Thirteenth Avenue Evening.....	160	2,111.63	14.87	173.88	2,299.78	---	2,299.78	0.09	14.37

TABLE E. — Continued.

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	School Books, Stationery and Printing.	Ordinary Expenses, Heating, Fuel, Repairs, Janitors', Rent, etc.	Total Ordinary Expenses.	Extraordinary Expenses for Supplies, Heating and Repairs.	Total Current Expenses.	Cost of Books per Pupil.	Annual Cost per Pupil.
Alexander Street Evening	62	\$586.00	\$84.44	\$10.50	\$680.94	---	\$680.94	\$1.36	\$11.13
Central Avenue Evening	243	2,813.91	245.74	625.91	3,684.65	---	3,684.65	1.01	15.12
Elliot Street Evening	109	689.00	204.04	46.45	939.49	---	939.49	1.87	8.62
South Street Evening	129	1,974.00	72.04	377.22	2,423.26	---	2,423.26	.56	18.78
South Market Street Evening	155	1,882.00	108.12	685.65	2,675.77	---	2,675.77	.70	17.26
Hamburg Place Evening	142	1,952.40	336.35	202.29	2,491.04	---	2,491.04	2.37	17.54
South Tenth Street Evening	164	2,103.00	125.47	292.29	2,520.76	---	2,520.76	.77	15.37
Newton Street Evening	169	2,157.00	59.63	511.45	2,728.08	---	2,728.08	.35	16.14
Eighteenth Avenue Evening	284	2,753.00	158.01	519.46	3,430.47	---	3,430.47	.55	12.08
Belmont Avenue Evening	433	2,922.00	526.78	360.95	3,409.73	---	3,409.73	1.25	7.35
Franklin Evening	190	2,263.25	108.95	273.04	2,645.84	---	2,645.84	.57	13.92
Seventh Avenue Evening	331	3,639.00	198.85	432.50	4,290.35	---	4,290.35	.60	12.96
Drawing	504	5,940.27	82.19	2,926.24	8,948.70	\$151.41	9,100.11	.16	17.76
Morton Street Summer	848	1,175.00	31.18	66.00	2,272.18	---	2,272.18	.04	2.68
Monmouth Street Summer	441	884.50	46.35	45.00	975.85	---	975.85	.11	2.21
Thirteenth Avenue Summer	321	767.75	19.71	45.00	832.46	---	832.46	.06	2.50
Bruce Street Summer	222	579.50	21.62	33.00	634.12	---	634.12	.28	2.86
Central Avenue Summer	255	600.75	10.48	21.00	632.23	---	632.23	.04	2.48
Warren Street Summer	230	631.00	11.37	30.00	672.37	---	672.37	.05	2.92
South Street Summer	235	564.00	12.74	27.00	603.74	---	603.74	.05	2.57
Hamburg Place Summer	521	1,036.50	10.31	54.00	1,100.81	---	1,100.81	.02	2.11
Hawkins Street Summer	219	588.63	37.78	27.00	653.41	---	653.41	.17	2.98
South Tenth Street Summer	343	798.50	8.87	33.00	840.37	---	840.37	.03	2.45
Camden Street Summer	324	687.50	7.01	39.00	694.51	---	694.51	.02	2.14
Fifteenth Avenue Summer	323	729.00	11.05	39.00	779.05	---	779.05	.03	2.41
Newton Street Summer	477	1,032.00	25.81	45.00	1,102.81	---	1,102.81	.05	2.31
Eighteenth Avenue Summer	532	1,155.50	13.22	51.00	1,219.72	---	1,219.72	.03	2.29
Bergen Street Summer	323	678.25	79.87	36.00	794.12	---	794.12	.25	2.46
Franklin Summer	313	707.75	26.46	36.00	752.82	---	752.82	.03	2.40
Seventh Avenue Summer	387	820.00	26.46	42.00	888.46	---	888.46	.07	2.30

PART III

DIRECTORY OF SCHOOL BUILDINGS AND TEACHERS SCHEDULE OF SALARIES

SCHOOL DIRECTORY

BUILDINGS.

NORMAL AND TRAINING.

Location, Washington street, corner Linden.
Erected, 1853-54.
Opened as a High School, January 7th, 1855.
Enlarged, 1883.
Improved, 1886.
Opened as a Normal School, April 1st, 1899.
Class Rooms, Nineteen.

Janitor, SAMUEL HARRISON, 14 Maiden Lane.

WEBSTER STREET TRAINING.

Location, Webster street, corner Crane.
Erected, 1855-56.
Opened, April 20th, 1857.
Class Rooms, Ten.

Janitor, HUGH COYNE, 57 Webster street.

HIGH.

Location, Sixth avenue, Parker and Ridge streets.
Erected, 1897-98.
Opened, February 1st, 1899.
Class Rooms, Thirty-eight.

Janitor, JAMES R. McMONAGLE, 258 Fairmount avenue.

HIGH SCHOOL ANNEX (GIRLS).

(Technical School Building.)

Location, 367 High street.
Rented.
Opened, September 11th, 1905.
Class Rooms, Six.

BURNET STREET.

Location, Burnet street, between Orange and James.
Erected, 1868-69.
Opened, September 6th, 1869.
Class Rooms, Sixteen.

Janitor, HARMON L. THOMPSON, 7 Eagle street.

STATE STREET.

Location, State street, near Broad.
Erected, 1846-47.
Opened, 1847.
Enlarged, 1882.
Class Rooms, Ten.

Janitor, JOHN H. JORDAN, 8 Rowland street.

WASHINGTON STREET.

Location, Washington street, near West Kinney.
Erected, 1868.
Opened, September 3d, 1868.
Enlarged, 1904.
Class Rooms, Twenty-five.

Janitor, ZENO W. DAY, 77 West Kinney street

COLORED SCHOOL.

Location, Market street, near the Court House.
Erected, 1847.
Opened, January 2d, 1848.
Enlarged, 1883.
Opened as a Colored School, September 1st, 1899.
Class Rooms, Eight.

Janitor, OTTO J. HUEBNER, 117 William street.

MORTON STREET.

Location, Morton street, corner Broome.
Erected, 1851.
Opened, November 24th, 1851.
Enlarged, 1861, 1869, 1881, 1898.
Class Rooms, Thirty-eight.

Janitor, HERMAN BUSZ, 30 Morton street.

WILLIAM STREET.

Location, 184 William street.

Rented.

Opened, April 1st, 1896.

Class Rooms, Four.

Janitor, MRS. LENA POPPY, 52½ South Orange avenue.

MONMOUTH STREET.

Location, Monmouth st., bet. Spruce and Montgomery.

Erected, 1886-87.

Opened, May 2d, 1887.

Enlarged, 1896.

Class Rooms, Twenty-five.

Janitor, WILLIAM OVERGNE, 20 Miller street.

LAWRENCE STREET.

Location, Lawrence street, foot of Clinton.

Erected, 1872-73.

Opened, September 1st, 1873.

Remodeled, 1890.

Class Rooms, Twelve.

Janitor, WILLIAM WIGGINS, 22 Cherry street.

COMMERCE STREET.

Location, Commerce street, east of Lawrence.

Erected, 1846-47.

Opened, 1847.

Class Rooms, Six.

Janitor, WILLIAM CARR, 2 Railroad place.

CHESTNUT STREET.

Location, Chestnut street, near Mulberry.

Erected, 1859-60.

Opened, September 24th, 1860.

Enlarged, 1870, 1900.

Class Rooms, Twenty.

Janitor, JACOB CONLEY, 18 Scott street.

LAFAYETTE STREET.

Location, Lafayette street, corner Prospect.

Erected, 1848-49.

Opened, July 27th, 1849.

Enlarged, 1863, 1870-71, 1881, 1884, 1904.

Class Rooms, Twenty-one.

Janitor, JAMES J. BANNON, 97 Prospect street.

SOUTH EIGHTH STREET.

Location, South Eighth street, near Central avenue.

Erected, 1872-73.

Opened, September 1st, 1873.

Enlarged, 1900.

Class Rooms, Twenty-five.

Janitor, PHILIP TULLY, 529 Twelfth avenue

THIRTEENTH AVENUE.

Location, Thirteenth avenue, corner Richmond street.

Erected, 1887-88.

Opened, November 19th, 1888.

Enlarged, 1891-92, 1903.

Class Rooms, Twenty-six.

Janitor, JOSEPH WINCKLHOFFER, 248 Norfolk street.

BRUCE STREET.

Location, Bruce street, near Bank.

Erected, 1897-98.

Opened, September, 1898.

Enlarged, 1899.

Class Rooms, Sixteen.

Janitor, FREDERICK HEBRING, 380 Bank street.

ALEXANDER STREET.

Location, Burnet street, near South Orange avenue.

Erected, by Borough of Vailsburgh.

Annexed to Newark, January 1, 1905.

Class Rooms, Sixteen.

Janitor: WALTER H. ROLPH, 38 Sunset avenue.

CENTRAL AVENUE.

Location, Central avenue, near Newark street.

Erected, 1871-72.

Opened, September, 1872.

Enlarged, 1903.

Class Rooms, Twenty-six.

Janitor, JOHN CALLAN, 98 Lock street.

WARREN STREET.

Location, Warren st., between Wickliffe and Wilsey.

Erected, 1891-92.

Opened, September 12th, 1892.

Class Rooms, Eight.

Janitor, GARRET CONLON, 41 Wilsey street.

WICKLIFFE STREET.

Location, Wickliffe street, corner School.

Erected, 1848-49.

Opened, 1849.

Class Rooms, Six.

Janitor, JOHN F. KENNEDY, 13 Wickliffe street.

SUMMER AVENUE.

Location, Summer avenue, near Second.

Erected, 1883-84.

Opened, September 5th, 1884.

Enlarged, 1897.

Class Rooms, Sixteen.

Janitor, WILLAM H. VAN NEST, 70 Broad street.

ELLIOT STREET.

Location, Elliot street, corner Summer avenue.

Erected, by Woodside Township.

(Woodside Annexed, April 5th, 1871.)

Opened, September, 1871.

Rebuilt, 1881.

Enlarged, 1890, 1895-96, 1905-6.

Class Rooms, Twenty-six.

Janitor, MILES I. COEYMAN, 155 Grafton avenue.

RIDGE STREET.

Location, Ridge street, near Montclair avenue.

Opened, September 10th, 1894.

Purchased, December 6th, 1895.

Class Rooms, Four.

Janitor, GEORGE W. HUNTLEY, 263 Verona avenue.

ABINGTON AVENUE.

Location, Abington avenue, corner North Seventh street.

Erected, 1900.

Opened, September, 1900.

Class Rooms, Eight.

Janitor, CHRISTIAN SIEGWARTH, 727 North Sixth street.

ABINGTON AVENUE ANNEX.

Location, 202 Abington avenue.

Rented.

Opened, December, 1st, 1905.

Class Rooms, Two.

Janitor, CHRISTIAN SIEGWARTH, 727 North Sixth street.

SUMMER PLACE.

Location, Summer place, near Chester avenue.

Erected, 1903.

Opened, September, 1903.

Class Rooms, Eight.

Janitor, GOTTFRIED BIEBER, 62 Seabury place.

MILLER STREET.

Location, Miller street, near Sherman avenue.

Erected, 1880-81.

Opened, June 1st, 1881.

Enlarged, 1887-88, 1900.

Class Rooms, Twenty-two.

Janitor, CHARLES S. GRIFFITHS, 62 Miller street.

ELIZABETH AVENUE.

Location, Elizabeth ave., bet. Stanton and Bigelow sts.
Erected by Clinton Township.

(Part of Clinton Township Annexed.)

Opened, September 1st, 1869.

Closed, June 1st, 1881.

Reopened, April 4, 1892.

Enlarged, 1895.

Class Rooms, six.

Janitor, JOHN W. MOORE, 166 Elizabeth avenue.

CHARLTON STREET.

Location, Charlton street, corner Waverly avenue.

Erected, 1895.

Opened, September 9th, 1895.

Enlarged, 1899, 1903.

Class Rooms, Thirty-two.

Janitor, ADOLPH SAUPE, 18 Clayton street.

PESHINE AVENUE.

Location, Peshine avenue, near Watson avenue.

Erected, by Clinton Township.

Annexed March 11th, 1902.

Class Rooms, Four.

Janitor, MRS. DAVID MEYER, 144 Watson avenue.

PROSPECT AVENUE.

Location, Prospect avenue, corner Elizabeth Road.

Erected, by Clinton Township.

Annexed March 11th, 1902.

Class Rooms, Two.

Janitor, MRS. JOHN LATORA, Elizabeth avenue.

PARK AVENUE.

Location, Park avenue, near Evergreen avenue.

Erected by Clinton Township.

Annexed March 11th, 1902.

Class Rooms, Two.

Janitor, MRS. JOHN PETERS, Park avenue.

OLIVER STREET.

Location, Oliver street, near Pacific.

Erected, 1869.

Opened, September 6th, 1869.

Enlarged, 1903.

Class Rooms, Twenty-two.

Janitor, EMIL KOLLER, 54 Pacific street.

SOUTH STREET.

Location, South street, corner Hermon.

Erected, 1883-84.

Opened, September, 5th, 1884.

Enlarged, 1900.

Class Rooms, Twenty.

Janitor, EDWARD KIERNAN, 129 Tichenor street.

WALNUT STREET.

Location, Walnut street, near Jefferson.

Erected, 1862.

Opened, January, 1863.

Remodeled, 1877.

Class Rooms, Eight.

Janitor, ALBERT HOFER, 131 New York avenue.

ANN STREET.

Location, Ann st., bet. New York ave. and Elm road.

Erected, 1891-92.

Opened, September 12th, 1892.

Enlarged, 1897.

Class Rooms, Twenty.

Janitor, THOMAS H. DILLON, 65 Ann street.

NORTH SEVENTH STREET.

Location, North Seventh street, near Fifth avenue.

Erected, 1860, on Roseville avenue site.

Removed, 1874, to North Seventh street.

Opened, September 6th, 1874.

New building erected, 1893-94.

Enlarged, 1897.

Class Rooms, Twenty.

Janitor, GEORGE H. SCHNARR, 185 Fourth street.

ROSEVILLE AVENUE.

Location, Roseville avenue, near Orange street.
Erected, 1883-84.
Opened, April 16th, 1884.
Enlarged, 1903.
Class Rooms, Eleven.

Janitor, JAMES QUINN, 50 Bergen street.

SUSSEX AVENUE.

Location, Sussex avenue, corner Third street.
Erected, 1900.
Opened, September, 1900.
Enlarged, 1904.
Class Rooms, Eighteen.

Janitor, JOSEPH GILLOW, 100 First street.

SOUTH MARKET STREET.

Location, South Market street, corner Mott.
Erected, 1855-56.
Opened May 4th, 1857.
Enlarged, 1899.
Class Rooms, Twenty-one.

Janitor, CHRISTIAN STEINES, 81 Mott street.

HAMBURG PLACE.

Location, Hamburg place, near Ferry.
Erected, 1881-82.
Opened, April 10th, 1882.
Enlarged, 1885-86, 1900.
Class Rooms, Twenty-four.

Janitor, MRS. MARGARET WECKENMANN, 23 Wall street.

HAMBURG PLACE ANNEX.

Location, 29 Hamburg place.
Purchased, August 16th, 1892.
Opened, January 6th, 1896.
Class Rooms, Four.

Janitor, MRS. MARGARET WECKENMANN, 23 Wall Street.

HAWKINS STREET.

Location, Hawkins street, near Ferry.

Erected, 1887-88.

Opened, January 3d, 1889.

Enlarged, 1904.

Class Rooms, Sixteen.

Janitor, WILLIAM BAUMGARTNER, 29 Brill street.

SOUTH TENTH STREET.

Location, South Tenth street, corner Blum.

Erected, 1870.

Opened, January 2d, 1871.

Enlarged, 1879, 1888-89, 1896.

Class Rooms, Twenty-five.

Janitor NICHOLAS MORGENSTERN, 549 South Eleventh street.

CAMDEN STREET.

Location, Camden street, near Sixteenth avenue.

Erected, 1883-84.

Opened, September, 5th, 1884.

Enlarged, 1900.

Class Rooms, Twenty-three.

Janitor, JACOB KERN, 302 Camden street.

WAVERLY AVENUE.

Location, Waverly ave., bet. Bergen and Kipp streets.

Erected, 1891-92.

Opened, October 20th, 1892.

Enlarged, 1900.

Class Rooms, Eighteen.

Janitor, JOHN LIND, 224 Avon avenue.

FIFTEENTH AVENUE.

Location, Fifteenth avenue, corner Fifteenth street.

Erected, 1895.

Opened, September 9th, 1895.

Enlarged, 1897.

Class Rooms, Twenty-four.

Janitor, JOSEPH BONCHER, 138 Sixteenth avenue.

HAWTHORNE AVENUE.

Location, Hawthorne avenue, near Clinton place.
Erected by Clinton Township.

(Annexed March 29th, 1897.)

Opened, September 13th, 1897.

Enlarged, 1900.

Class Rooms, Twelve.

Janitor, JOSEPH MACK, 52 Wainwright street.

SOUTH SIXTEENTH STREET.

Location, South Sixteenth street, corner Madison avenue.
Erected, 1904-05.

Opened, February 15th, 1905.

Class Rooms, Twelve.

Janitor, CHARLES MORGENSTERN, 549 South Eleventh street.

AVON AVENUE.

Location, Avon avenue, opposite Seymour avenue.
Erected, 1905-6.

Opened, September 10th, 1906.

Class Rooms, Thirteen.

Janitor, FRANCIS E. S. CRANE, 44 Seymour avenue.

FOURTEENTH AVENUE.

Location, Fourteenth avenue, corner South Ninth street.
Erected, 1905-6.

Opened, September 10, 1906.

Class Rooms, Seventeen.

Janitor, JOHN MILLER, 367 South Ninth street.

NEWTON STREET.

Location, Newton street, near South Orange avenue.
Erected, 1866-67.

Opened, September, 1867.

Enlarged, 1868.

Burned, June, 1871.

Rebuilt, September-October 1871,

Enlarged, 1873, 1900, 1904.

Class Rooms, Thirty-four.

Janitor, JOSEPH SCHUCK, 11 Hayes street.

EIGHTEENTH AVENUE.

Location, Eighteenth avenue, cor. Livingston street.

Erected, 1871.

Opened, September, 1871.

Enlarged, 1900.

Class Rooms, Twenty-six.

Janitor, JOSEPH MESMER, 81 Peshine avenue.

LIVINGSTON STREET.

Location, Livingston street, near Eighteenth avenue.

Rented.

Opened, February 1st, 1894.

Enlarged, 1897.

Class Rooms, Eight.

Janitor, JOSEPH MESMER, 81 Peshine avenue.

BERGEN STREET.

Location, Bergen street, corner Bigelow street.

Erected, 1900.

Opened, September, 1900.

Enlarged, 1903.

Class Rooms, Twenty-two.

Janitor, FRANK J. MARKSTEIN, 749 Bergen street.

BERGEN STREET ANNEX.

Location, 197 and 199 Peshine avenue.

Rented.

Opened, March 1st, 1906.

Class Rooms, Six.

Janitor, FRANK J. MARKSTEIN, 749 Bergen street.

BELMONT AVENUE.

Location, Belmont avenue, corner West Kinney street.

Erected, 1905-6.

Opened, September 10, 1906.

Class Rooms, Twenty-six.

Janitor, JOHN BECHTOLD, 48 Beacon street.

FRANKLIN SCHOOL.

Location, Park avenue, corner Cutler street.

Erected, 1889.

Opened, September 16th, 1889.

Enlarged, 1895, 1903.

Class Rooms, Twenty-five.

Janitor, GEORGE W. JANIFER, 188 Ridge street

SEVENTH AVENUE.

Location, Seventh avenue, corner Factory street.

Erected, 1899.

Opened, September 1st, 1899.

Enlarged, 1904.

Class Rooms, Twenty-seven.

Janitor, CARMINE FILIPONE, 14 Factory street.

INDUSTRIAL SCHOOL.

JAMES STREET

Location, 8 James street.

Rented.

Class Rooms, Four.

Janitor, GEORGE BRANDRETH, 15 James street.

DRAWING SCHOOL.

Location, 55 and 57 Academy street.

Rented.

Opened, October 1st, 1897.

Class Rooms, Eight.

Janitor, ADAM W. SMITH, 355 Halsey street.

COMMERCE STREET (Recreation Center).

Location, rear of Commerce street school building.

Erected, 1860.

Enlarged, 1868.

Opened as a Colored School, 1874.

Closed, 1899.

Opened as a Recreation Center, November, 1905.

Janitor, WILLIAM CARR, 2 Railroad place.

SCHOOL DIRECTORY.

TEACHERS.

NAME.	SCHOOL.	RANK.	ADDRESS.
Abeles, Isabelle.....	Avon Ave.....	Kind'g Asst.	176 Peshine ave.
Aber, Laura E.....	Washington St..	Assistant	104 Centre st., O'ge.
Achenbach, Annie.....	13th Ave.....	Assistant	320 Clifton ave.
Adam, Anna F.....	Charlton St.....	Assistant	137 Hillside ave.
Adams, Alvia C.....	South 8th St.....	1st Assistant..	48 New st., E. O.
Alden, Mary M.....	South Market St.	Assistant	West Summit, N. J.
Allen, Edith F.....	Summer Pl.....	Assistant	27 Wakeman ave.
Allen, Jane E.....	Washington St.G.	V. Principal..	316 Belleville ave.
Alyea, Cornelia L.....	Lawrence St....	Assistant	323 Summer ave.
Anderson, Flora I.....	Bruce St.....	Assistant	37 Bruce st.
Anderson, Henry S.....	Washington St..	Principal	193 South Sixth st.
Andrew, Mary A.....	Burnet St.....	Assistant	19 Warren pl.
Anthony, Lizzie	Warren St.....	Assistant	443 Seventh ave.
Antz, Natalie	High	Assistant	273 Parker st.
Arbuckle, Marion A.....	15th Ave.....	Assistant	41 Nelson pl.
Atherton, Clara L.....	Sussex Ave.....	Assistant	562 Warren st.
Atherton, E. Maude....	13th Ave.....	Assistant	162 South Eleventh st.
Atherton, E. Pearl.....	13th Ave.....	Assistant	162 South Eleventh st.
Atherton, Rose B.....	7th Ave.....	Assistant	162 South Eleventh st.
Atterbury, Emily G.....	Charlton St.....	Assistant	34 N. 16th st., E. O.
Avery, Sarah A.....	Central Ave.....	Assistant	24 Burnet St
Axtell, Sarah B.....	Cooking	Special	152 Chadwick ave.
Ayers, Augusta M.....	Charlton St.....	Assistant	69 Court st.
Ayres, Jessie M.....	Avon Ave.....	Assistant	63 Alpine st.
Backus, Belle F.....	Camden St.....	Assistant	65 North Sixth st.
Backus, Grace	Summer Ave....	Assistant	291 Broad st.
Backus, May J.....	Camden St.....	Assistant	65 North Sixth st.
Badgley, Nellie M.....	Newton St.....	Assistant	7 Linden st.
Bailey, Emma	Camden St.....	Kind'g Asst..	32 Orleans st.
Bainbridge, Emma J.....	South 10th St.P.	V. Principal..	18 Astor st.
Baird, Margaret	18th Ave. G....	V. Principal..	102 Sherman ave.
Baird, Margaret J.....	South Market St.	1st Assistant..	204 Plane st.
Baker, Bertha B.....	Newton St.....	Assistant	18 Gould ave.
Baker, Elizabeth M.....	Hamburg Pl....	Assistant	32 Mt. Pleasant ave.
Baker, Mary R. W.....	Sewing	Special	117 Second ave..
Baker, Ruth M.....	Camden St.....	Kind'g Asst..	117 Second ave.
Balcom, A. G.....	Franklin	Principal	167 Mt. Prospect ave.
Baldwin, Alice W.....	Peshine Ave....	Kind'g Direct.	15 Sherman ave.
Baldwin, Mrs. Anna L....	Bergen St.....	Assistant	8 South Eleventh st.
Baldwin, E. Belle	Morton St.....	Assistant	213 Garside st.
Baldwin, E. Marcia	Bergen St.....	Assistant	135 South Ninth st.
Baldwin, Emma F.....	Hamburg Pl. G..	V. Principal..	327 Summer ave.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Baldwin, Lucasta C.....	North 7th St.....	Assistant	98 North Seventh st.
Ball, Katherine V.....	Waverly Ave.....	Assistant	328 High st.
Ball, Marion	Bergen St. Ann'x	Assistant	233 Broad st.
Bamberger, Morris	Bergen St.....	Principal	43 Ingraham pl.
Banner, S. Kathryn.....	Newton St.....	Assistant	188 South Ninth st.
Barbour, Kate H.....	Central Ave.....	Kind'g Asst..	632 Mt. Prospect ave.
Bard, Florence.....	Belmont Ave....	Assistant	2 Gouverneur st.
Barnum, Gertrude E.....	Morton St.....	Assistant	241 Littleton ave.
Barr, Morris L.....	High	H'd Assistant	71 North Eleventh st.
Barry, Agnes E.....	13th Ave.....	Assistant	1151 Broad st.
Barth, Annie	Charlton St.....	Assistant	105 Monmouth st.
Barton, Charlotte E.....	South 8th St.....	Assistant	68 North Sixth st.
Bassett, May V.....	Webster St. Trg.	Model & Critic	55 Leslie st.
Bauer, Isabel P.....	Lafayette St.....	Assistant	136 New York ave.
Baxter, Anna W.....	Miller St. P.....	V. Principal..	177 Mt. Prospect ave.
Baxter, Grace F.....	Colored	Assistant	15 Elm st.
Baxter, James M.....	Colored	Principal	15 Elm st.
Baxter, Lillian E.....	Franklin	Assistant	283 Clifton ave.
Bayley, Eva E.....	Franklin.....	Clerk	95 South Eighth st.
Beach, Della W.....	Central Ave.....	Assistant	346 High st.
Beach, Emma R.....	15th Ave.....	Assistant	124 Union st., Eliz'b'th
Beach, Estelle	Hawthorne Ave.	Assistant	927 South 17th st.
Beam, Sarah E.....	Oliver St. G.....	V. Principal..	327 Summer ave.
Bearse, Edith G.....	Sussex Ave.....	Kind'g Direct.	434 William st., E. O.
Becht, Minnie R.....	13th Ave.....	Assistant	87 West Kinney st.
Bedell, Mary E.....	South St.....	V. Principal..	42 South Tenth st.
Beers, Ella E.....	Bergen St.....	Kind'g Direct.	44 Nairn pl.
Belcher, Elizabeth H.....	High	Assistant	199 Broad st.
Belcher, Josephine A.....	Elizabeth Ave....	Kind'g Direct.	571 Summer ave.
Belcher, Katherine F.....	High	Assistant	8 Winthrop ter., E. O.
Bell, Mrs. Grace D.....	15th Ave.....	V. Principal..	79 Sherman ave.
Beltaire, Annie L.....	Morton St. P.....	V. Principal..	33 Morton st.
Bendet, Helen	Morton St.....	V. Principal..	48 Brunswick st.
Benkert, Ella A.....	Belmont Ave....	Assistant	112 Chadwick ave.
Bennett, Ida I.....	13th Ave.....	Assistant	72 South Twelfth st.
Bennett, Laura J.....	Burnet St. G.....	V. Principal..	35 Burnet st.
Benson, Martha P.....	Roseville Ave..	Assistant ..	179 Fairmount ave.
Berger, Mathilda G.....	Belmont Ave....	Assistant	35 Bruen ave., Irv'g't'n
Berry, Estelle V.....	Elizabeth Ave....	H'd Assistant	1189 Broad st.
Berry, Jennie B.....	So. Market St...	Kind'g Asst..	159 Littleton ave.
Berry, M. Alice.....	Hamburg Pl....	Assistant	70 Prospect st.
Beyer, Carrie E.....	Hamburg Pl....	Assistant	72 Ann st.
Biddinger, Jessie L.....	James St. Indus.	Kind'g Direct.	7 Summit st.
Bieler, Louise E.....	Lafayette St.....	Assistant	382 Market st.
Biggin, Mrs. Elizabeth T.	Lafayette St.....	Assistant	114 Union st.
Bingham, Cora E.....	Miller St.....	Assistant	90 Wright st.
Bioren, Edith J.....	Miller St.....	Kind'g Asst..	61 Sherman ave.
Bioren, Edna M.....	South 16th St..	Kind'g Asst..	61 Sherman ave.
Bird, Mary R.....	Lafayette St. P..	V. Principal..	113 Bruen st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Bishop, Lorena E.....	7th Ave.....	H'd Assistant.	29 North Ninth st.
Bissell, Thomas J.....	Charlton St.....	Principal	106 Sussex ave., E. O.
Blair, Emma L.....	Summer Ave.....	Assistant	139 South Tenth st.
Blaikie, Julia B.....	7th Ave.....	Kind'g Asst..	65 Prospect st., E. O.
Blaikie, Rachel B.....	7th Ave.....	Kind'g Direct.	65 Prospect st., E. O.
Blake, Katherine	Alexander St...	Kind'g Direct.	50 Fifth st.
Blake, K. S.....	Bruce St.....	Principal	229 Grafton ave.
Blanchard, Nellie M.....	Bergen St.....	Assistant	34 Homestead park.
Blau, Elsie	Central Ave.....	Assistant	89 Baldwin st.
Blewitt, Mary A.....	South Market St.	Assistant	141 Van Buren st.
Bloomfield, Mary E.....	South 10th St....	Kind'g Direct.	211 North Sixth st.
Bock, Amy D.....	Hawthorne Ave..	Assistant	44 Millington ave.
Bockel, Florence N.....	Monmouth St....	H'd Assistant.	33 Astor st.
Bodine, Helen D.....	15th Ave.....	Assistant	78 Day st., Orange.
Bodler, Anna	Normal & Train'g	T'cher of Ped.	4 Saybrook pl.
Bogan, Margaret A.....	Livingston St....	Assistant	141 New st.
Bohl, Minnie H.....	Alexander St....	Assistant	20 Twenty-first st.
Bollenbach, Cornelia H...	Abington Ave....	Assistant	21 New st., Bloomfield
Bolmer, Bessie V.....	Sussex Ave.....	Assistant	34 No. Bridge st. Somerville.
Bond, Albina R.....	Roseville Ave....	Assistant	10 Gould ave.
Bonnell, Edna C.....	South 10th St....	Assistant	228 Sixth ave.
Botsford, Hazel N.....	Belmont Ave.	Assistant	436 Summer ave.
Bough, Jessie E.....	Burnet St.....	Assistant	22 Central ave.
Bower, Helen	Summer Ave.....	Assistant	64 Kearny st.
Bowers, Ida	Monmouth St....	V. Principal..	598 Broad st.
Bowlby, Elizabeth	Manual Training	Special	137 Bloomfield ave.
Boylan, Fannie A.....	Miller St.....	Assistant	38 Emmet st.
Bradford, Mary A.....	Elliot St. P.....	V. Principal..	23 Wakeman ave.
Bradin, Sophie J.....	Hawthorne Ave..	Assistant	621 High st.
Bradley, Ada B.....	Lawrence St....	Assistant	67 South Ninth st.
Branum, Sarah N.....	South 8th St....	1st Assistant.	159 Littleton ave.
Bray, Essie	Bergen St.....	Assistant	9 Myrtle ave.
Brelsford, Florence....	7th Ave.....	Assistant	147 Clifton ave.
Brewer, Florence A.....	North 7th St....	Assistant	315 Seventh ave.
Bristol, Kate L.....	South 8th St....	Assistant	527 Warren st.
Brittain, Lois S.....	Sussex Ave.....	H'd Assistant.	162 North Ninth st.
Brittain, Mary E.....	North 7th St....	Assistant	169 North Ninth st.
Brookfield, Mabel H.....	Monmouth St....	Assistant	252 Ridge st.
Browazki, Anna M.....	Newton St.....	Assistant	51 Ninth ave.
Browazki, Grace G.....	Bruce St.....	Assistant	51 Ninth ave.
Brower, Mildred V.....	Charlton St.....	Assistant	126 Wright st.
Brown, Alice S.....	Elizabeth Ave..	Assistant	80 Hillside ave.
Brown, Carrie M.....	Central Ave.....	Assistant	152 Plane st.
Brown, Elizabeth J.....	Morton St. P....	H'd Assistant.	80 Hillside ave.
Brown, Ethel A.....	Waverly Ave.....	Assistant	304 Broad st.
Brown, Mrs. Georgiana A.	Summer Ave.....	Assistant	295 Summer ave.
Brown, Grace L.....	18th Ave.....	Kind'g Direct.	298 Clifton ave.
Brown, Grace T.....	18th Ave.....	Assistant	110 Hamilton st., E.O.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Brown, Mary K.....	Summer Ave....	1st Assistant	57 Taylor st.
Brownell, Elizabeth.....	13th Ave.....	Assistant	97 North Ninth st.
Bruen, Grace E.....	Hamburg Pl....	Assistant	194 Lincoln ave.
Buchanan, Fanny L.....	Normal & Train'g	Model & Critic	201 Mt. Pleasant ave.
Buehler, Annie J.....	Hamburg Pl....	Assistant	542 Sandford ave.
Bull, Harriet I.....	Charlton St....	Assistant	85 Sherman ave.
Burdette, Jane C.....	Waverly Ave...	Assistant	469 Belmont ave.
Burgess, Clare W. G....	13th Ave.....	Assistant	369 Bank st.
Burgyes, Annie S.....	North 7th St....	Assistant	45 North Sixth st.
Burgyes, Edith	Camden St....	Assistant	45 North Sixth st.
Burke, Minnie R. V.....	Central Ave....	Assistant	289 North Seventh
Burnet, Julia	Central Ave....	Assistant	12 N. Grove st., E. O.
Burnett, Mabel	Miller St.....	Assistant	890 So. Sixteenth st.
Burnett, Priscilla	South 16th St....	Assistant	890 So. Sixteenth st.
Burton, Orre L.....	Central Ave....	Kind'g Direct.	123 So. Eleventh st.
Bush, Ida J.....	Central Ave....	Assistant	327 Summer ave.
Butler, Aimee A.....	Ann St.....	Kind'g Asst..	267 Jelliff ave.
Büttner, Marie	High	H'd German Dept.	24 Church st., Montcl'r
Callahan, B. Theresa.....	13th Ave.....	Assistant	141 New st.
Camden, Marian D.....	Burnet St. P....	V. Principal..	22 Central ave.
Carlisle, Annetta	Avon Ave.....	Assistant	51 Chadwick ave.
Carnahan, Jean P.....	Morton St.....	Assistant	21 Somerset st.
Carnwright, Effie M.....	18th Ave.....	Assistant	364 Summer ave.
Carpenter, Harriet Pearl..	Normal & Train'g	T'ch'r of Th'ry	Stirling, N. J.
Carris, Lewis H.....	South 16th St....	Principal.....	808 South 17th st.
Carter, S. Fannie.....	Walnut St.....	Principal.....	38 Park st.
Case, Florence A.....	Monmouth St....	Assistant	96 Alpine st.
Caspari, Mrs. Ottilie.....	High	Assistant	182 Main st., E. O.
Caufield, Agnes V.....	Hawkins St....	Kind'g Direct..	18 Tichenor st.
Caufield, Mary L.....	Cooking	Special	18 Tichenor st.
Chamberlin, E. Helen...	Belmont Ave...	Assistant	2 Gouverneur st.
Charles, Amelia A.....	Alexander St....	Assistant	145 Bergen st.
Chase, Mabel J.....	Assist. Drawing. Supervisor ..	Special	Nutley, N. J.
Chatten, M. Elizabeth.....	Bergen St. Ann'x	Assistant	372 Clinton ave.
Chitterling, Adele H.....	Monmouth St....	Assistant	64 Park ave., Bloom'd
Chitterling, Emily B.....	Monmouth St....	Assistant	64 Park ave., Bloom'd
Clark, Henrietta V.....	Ann St.....	Assistant	13 Clover st.
Clark, Mildred L.....	Chestnut St....	Assistant	56 Warren st.
Clark, S. Louise.....	Bergen St. G....	V. Principal..	11 Miller st.
Clarke, Agnes B.....	Hamburg Pl. P....	V. Principal..	112 Treacy ave.
Clarke, Lillian	Charlton St....	Assistant	62 Heller parkway.
Clarke, Matilda E.....	7th Ave.....	Assistant	132 Anderson st., Hackensack.
Clarke, Phyllis E.....	Hawthorne Ave.	V. Principal..	22 Carnegie ave., E.O.
Clawson, Josephine M....	7th Ave.....	Kind'g Asst..	159 Littleton ave.
Clay, Jennie U.....	Central Ave....	Assistant	40 Bond st., Passaic.
Clayton, Florence P....	Belmont Ave....	Assistant	45 West st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Clement, Abbie L.	15th Ave.	Assistant	79 Pennsylvania ave.
Clement, Gertrude M.	7th Ave.	Assistant	Passaic, N. J.
Clifford, Agnes L.	South Market St.	Assistant	185 Parker st.
Coats, Harriet S.	Chestnut St.	Assistant	53 Spruce st.
Cobb, Valina M.	Charlton St.	Assistant	24 Vanderpool st.
Coe, Cornelia S.	Franklin	Assistant	46 Mt. Pleasant ave.
Coe, Jessie D.	Newton St.	1st Assistant..	Nutley, N. J.
Coe, Jessie L.	Hamburg Pl.	Assistant	46 Mt. Pleasant ave.
Coffey, Grace C.	Bergen St.	Assistant	96 Alpine st.
Cole, Florence A.	Ann St.	Assistant	84 Essex ave., O'ge.
Cole, Ina E.	Monmouth St.	Assistant	234 Franklin st., Bl'f'd.
Coleman, Mary A.	Franklin	Assistant	234 Clifton ave.
Coleman, Mary S.	Hawthorne Ave.	Kind'g Direct.	447 High st.
Collard, Thomas T.	North 7th St.	Principal	280 Summer ave.
Combs, Vienna Y.	Bruce St.	Assistant	157 Roseville ave.
Comstock, Alice M.	South 10th St.	Assistant	66 Little st., Bellv.
Conant, S. Lorena.	Bruce St.	Kind'g Asst. ..	19 Lawn Ridge rd., O.
Condit, Edna L.	Bergen St. Ann'x	Assistant	66 Warren st.
Condit, Ethel L.	Abington Ave.	Assistant	Bl'f'd ave., Cald'w.
Cone, Anna G.	Newton St.	Assistant	237½ South 8th st.
Conger, Theodora	7th Ave.	Assistant	51 N. Eleventh st.
Conklin, Mrs. Belle Henry	Morton St.	Assistant	44 Avon pl.
Conkling, George	South St.	Assistant	177 Clinton ave.
Conover, Harriet R.	Waverly Ave.	Kind'g Direct.	56 Park pl.
Conover, Margaret D.	Lawrence St.	Assistant	56 Park pl.
Considine, Elizabeth A.	Bergen St. Ann'x	Assistant	66 Alpine st.
Considine, Margaret G.	Newton St.	Assistant	33 Franklin st.
Cook, Edith M.	15th Ave.	Assistant	308 Magnolia av., J.C.
Cook, Mary S.	Hawkins St.	Assistant	110 Halsey st.
Cooley, Grace E.	High	Assistant	58 G'w'd ave., Mt'c'r
Cornwell, Gertie L.	Washington St.	Assistant	76 Wickliffe st.
Corey, Frances E.	Bergen St.	Assistant	11 Washington st.
Cottrell, Katherine	Burnet St.	Assistant	112 Bleecker st.
Coult, Eliza A.	Summer Ave. G.	V. Principal	58 Mt. Pleasant ave.
Coult, H. Margaret.	High	H'd Eng. Dept.	58 Mt. Pleasant ave.
Coupland, Rose E.	Oliver St.	Assistant	103 So. Seventh st.
Courrier, Jane D.	Belmont Ave. P.	V. Principal	17 Roseville ave.
Courter, C. May.	Morton St.	Kind'g Asst. ..	167 Lincoln ave.
Cowell, Edna	Monmouth St.	Kind'g Asst. ..	138 S. Grove st., E.O.
Cowell, Maud M.	Washington St.	Kind'g Direct.	138 S. Grove st., E.O.
Cox, Evelyn B.	Oliver St.	Assistant	501 N. Broad st., W'f'd
Cox, Martin L.	13th Ave.	Principal	320 Clifton ave.
Crane, Elizabeth K.	Morton St.	Assistant	133 Milford ave.
Crane, Helen S.	Washington St.	Assistant	133 Milford ave.
Crane, H. Louise.	Charlton St.	Assistant	133 Milford ave.
Crane, Lunevra F.	South 8th St.	Assistant	20 No. 18th st., E. O.
Crane, Mary E.	Ann St.	Kind'g Direct.	31 Brunswick st.
Crater, Mrs. Georgia B.	Chestnut St. P.	V. Principal..	17 Pennington st.
Crawford, Etta	Roseville Ave.	Kind'g Direct.	131 Maple av., E. O.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Crawford, Katharine M...	Hamburg Pl....	Assistant	111 Summer ave.
Cresse, S. Winifred.....	Commerce St....	Kind'g Asst..	33 So. Tenth st.
Cummins, Elizabeth	Hawkins St....	Assistant	4 Gouverneur st.
Curtis, Clara I.....	Miller St.....	1st Assistant..	11 Parkhurst st.
Curtiss, Mabel J.....	Newton St.....	Kind'g Asst..	226 Riverside ave.
Dain, Lillian E.....	Monmouth St...	Assistant	213 South Sixth st.
Daley, Kathrine.....	South St.....	Assistant	96 Alpine st.
Davidson, Rebecca T...	South St.....	Assistant ...	991 Clinton ave., Irv'n.
Davies, Edith A.....	Hamburg Pl....	Assistant	204 Carroll st., Pat's'n
Davis, Adelaide E.....	Charlton St....	H'd Assistant	135 Hillside ave.
Davis, Mrs. Alice C.....	Wickliffe St....	Assistant	78 South Ninth st.
Davis, Effa T.....	South 16th St...	Assistant	1076 Broad st.
Dawson, Eloise	15th Ave.....	Assistant	175 Broad st.
Day, Annie C.....	Washington St..	1st Assistant..	Clint'n av. & Clint'n pl.
Day, Margaret A.....	Washington St..	1st Assistant..	Clint'n av. & Clint'n pl.
Dean, G. Julia.....	Lafayette St. G.	V. Principal..	54 State st.
Dean, Hester B.....	High	Sec'y to Prin.	256 North Seventh st.
Dean, Margaretta	Roseville Ave...	H'd Assistant	256 North Seventh st.
Dean, M. Ida.....	Academy St. Ung.	Special	54 State st.
Dearie, Catharine S.....	State St.....	Kind'g Asst..	239 Clifton ave.
Dearie, Jean A.....	Camden St.....	Assistant	239 Clifton ave.
DeCamp, Marie L.....	William St.....	Kind'g Direct.	98 Bloomfield ave.
DeCamp, Maud R.....	Abington Ave...	Kind'g Asst..	Eagle Rock ave., W.O.
Decker, C. Ethel.....	Burnet St.....	Assistant	22 Central ave.
De Garmo, Mary S.....	Central Ave.....	1st Assistant..	285 Clifton ave.
Deidrick, Anna R.....	South 8th St...	Clerk	321 So. Tenth st.
Deidrick, Hortense	Manual Training	Special	321 So. Tenth st.
Deinard, Rebecca.....	Morton St.....	Assistant	86 Windsor st., Arl'n.
Delaney, Margaret C.....	Ann St.....	Assistant	35 Read st.
Delaney, Maude M.....	Central Ave. P..	H'd Assistant.	312 High st.
Delaney, Regina C.....	Sussex Ave.....	V. Principal..	312 High st.
Delehanty, Mary A.....	Avon Ave.....	Assistant	59 Farley ave.
Demarest, Daisy E.....	14th Ave.....	Assistant	139 South Ninth st.
DeMott, Linda M.....	15th Ave.....	Assistant	204 Plane st.
Denbigh, Mary L.....	Lafayette St...	Assistant	131 Hillside ave.
Denning, Mrs. Jennie M..	Washington St..	Assistant	81 Court st.
Denton, Mabel	High	Assistant	35 Will'n ave., Bl'f'd
Dettmer, Juliet	Sussex Ave.....	Assistant	9 North Sixth st.
DeWitt, Lydia A.....	Burnet St.....	Assistant	314 Summer ave.
Dey, Lurena	14th Ave.....	V. Principal	206 First st.
Diffily, Winifred A.....	13th Ave.....	Assistant	78 Brunswick st.
Dietz, Clara	14th Ave.....	Assistant	161 So. Eleventh st.
Dill, Clara M.....	South 10th St..	Assistant	541 Orange st.
Disbrow, Florence W.....	Ridge St.....	Assistant	837 DeGraw ave.
Dixon, Jessie E.....	Wickliffe St....	Kind'g Direct.	564 High st.
Dodd, Edna B.....	North 7th St...	Kind'g Direct.	177 North Ninth st.
Dodge, Ruth C.....	Burnet St.....	Assistant	137 Bloomfield ave.
Donald, Jessie	Newton St.....	Assistant	140 Summer ave.
Donnelly, Lillian F.....	South 8th St...	Assistant	26 Wallace pl.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Donnelly, Mary M.....	T'cher of Sewing	Special	331 Seventh ave.
Donnigan, Katherine S. M.	Lafayette St....	Assistant	71 Liberty st.
Donovan, Lulu A.....	Elliot St.....	Assistant	15 Broad st.
Doolittle, Louise	Monmouth St...	Kind'g Direct.	Hackensack, N. J.
Doremus, Alberta R.....	Chestnut St.....	1st Assistant..	47 Spruce st.
Doremus, Eliza C.....	Summer Pl.....	Assistant	44 Second ave.
Doremus, Jessie K.....	Summer Ave....	Assistant	44 Second ave.
Dorr, Emma L.....	Morton St.....	Kind'g Direct.	344 Belleville ave.
Dorrance, Mrs. Jennie M.	South St.....	Assistant	71 Pennsylvania ave.
Doty, Jessie T.....	13th Ave. P....	V. Principal..	60 North Sixth st.
Dougall, Elizabeth W....	High	H'd Assistant.	208 South Sixth st.
Dougall, Mary A.....	South 8th St. G.	V. Principal..	208 South Sixth st.
Dougall, William A.....	Monmouth St...	Principal	213 South Sixth st.
Dougherty, Florence M..	Franklin	Assistant	288 Summer ave.
Dougherty, Hannah L..	Oliver St.....	Assistant	19 Emmet st.
Dovell, Mrs. Josephine B.	Waverly Ave....	Assistant	139 Monmouth st.
Dowie, Jennie M.....	Lawrence St....	V. Principal..	129 Lincoln ave.
Drew, Minnie I.....	So. Market St. P.	V. Principal..	214 Littleton ave.
Driscoll, Elizabeth V....	Walnut St.....	Assistant	32 Hedden ter.
Drumm, M. Will.....	Manual Training	Special	407 Clinton ave.
Drummond, Adelaide	Roseville Ave...	Assistant	104 South Tenth st.
Drummond, Emma	14th Ave.....	Kind'g Direct.	104 South Tenth st.
Duff, Flora L.....	Sussex Ave....	Assistant	61 Wash'g'n ter., E. O.
Duffy, Angela	Lafayette St....	Assistant	166 Plane st.
Duffy, Grace M.....	Morton St.....	Assistant	80 Wickliffe st.
Dunham, Jean R.....	Summer Pl.....	Assistant	247 Sixth ave.
Dunnell, Anna C.....	Park Ave.....	V. Principal..	84 Linden ave., Blmf'd
Dunning, Frances S.....	Burnet St.....	Assistant	11 Mt. Pleasant av.
Dunsing, Clara A.....	South 16th St...	Assistant	81 Ridgewood ave.
Durand, Effie S.....	Camden St....	Assistant	1100 Sp'g'f'd av., Irv'g'n
Durand, S. Eveline	18th Ave.....	Assistant	12 Mulberry pl.
Dusenberry, Emily T....	18th Ave.....	Assistant	86 Orchard st.
Eagles, Annie McLeod....	Central Ave....	Assistant	273 High st.
Eagles, Jane E.....	Summer Ave. P.	V. Principal..	211 Montclair ave.
Earl, Florence A.....	Park Ave.....	Assistant	Conant st., Elizabeth
Eckoff, William J.....	Oliver St.....	Principal	1076 Broad st.
Edge, Mrs. Nellie W....	7th Ave.....	Assistant	19th av. & 31st st., Pat'n
Edwards, Elizabeth	Belmont Ave...	Assistant	36 Dover st.
Edwards, Evan D.....	Alexander St...	Principal	39 Columbia ave.
Eggenberger, James	Sussex Ave....	Principal	25 North Sixth st.
Eichhorn, Elsie.....	7th Ave.....	Assistant	187 Johnson ave.
Eichhorn, Ida	Com're St. Ung.	Assistant	187 Johnson ave.
Eisele, Alvia L.....	Belmont Ave...	Assistant	61 Quitman st.
Ellis, Griselda	Normal & Train'g	Model & Critic	209 South Sixth st.
Elston, Lois F.....	Newton St.....	Assistant	30 Avon ave., Irv'gt'n
Elterich, Dorothea	Abington Ave...	Assistant	Hillside ave., Cald'w'll
Emley, Etta	13th Ave.....	Assistant	28 S. Walnut st., E. O.
Enders, J. Virginia.....	Camden St.....	H'd Assistant.	141 Bank st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
English, Alice W.....	High	Assistant ...	251 Parker st.
Ent, Minnie E.....	North 7th St....	Assistant	11 Roseville ave.
Esler, Vera M.....	Bergen St.....	Assistant	21 Maple av., Rahw'y
Estabrook, Lula B.....	Central Ave. G..	V. Principal..	636 Ocean ave., J. C.
Eunson, Sarah A.....	15th Ave.....	Assistant	283 South Seventh st.
Everding, Katherine A....	Ann St.....	Assistant	399 Clinton ave.
Everitt, Elizabeth J.....	7th Ave.....	Assistant ...	94 Broad st.
Fahr, Jeannette C.....	Chestnut St....	Assistant	435 Plane st.
Fales, Frances	18th Ave.....	Assistant	1 Emmet st.
Fales, Gertrude I.....	18th Ave.....	Assistant	1 Emmet st.
Farmer, Florence V.....	Ridge St.....	V. Principal..	84 Third ave.
Farmer, Grace E.....	Burnet St.....	Kind'g Direct.	84 Third ave.
Farmer, Lottie M.....	Summer Ave....	Assistant	84 Third ave.
Faughnan, Anna M.....	Lafayette St....	Assistant	380 Lafayette st.
Fellinger, M. Cecil.....	Newton St.....	Assistant	62 So. Thirteenth st.
Felmly, Amy	Chestnut St....	Assistant	116 Orchard st.
Fieg, Helen	Bergen St. P....	H'd Assistant.	421 S. Fifteenth st.
Field, Josephine A.....	High	Assistant	342 Clifton ave.
Fine, Carrie H.....	Central Ave....	Assistant	63 North Eleventh st.
Finger, Martha E.....	Morton St.....	Assistant	182 Badger ave.
Fink, Bertha M.....	Belmont Ave....	Kind'g Asst..	Westfield, N. J.
Finn, Agnes C.....	Ann St.....	Assistant	117 Madison st.
Finter, Emma	Avon Ave.....	V. Principal..	39 Farley ave.
Fiske, Elizabeth F.....	Lafayette St....	Assistant	336 Belleville ave.
Fithian, Emma I.....	Camden St.....	Assistant	147 Mt. Prospect ave.
Fitzgerald, Jennie B.....	Manual Training	Special	827 South Eleventh st.
Flanigan, Clara L.....	Webster St. Tr'g	Model & Critic	79 Halsey st.
Flavelle, O. Watson.....	Alexander St....	V. Principal..	33 Dover st.
Fletcher, Alice M.....	Elliot St. G.....	V. Principal..	183 Fairmount ave.
Flint, William R.....	High	Assistant ...	183 Roseville ave.
Flummerfelt, Ethel M..	Camden St.....	Assistant	17 West Kinney st.
Foley, Mrs. Minnie L....	South Market St.	Assistant	38 Br'kside av., Irv'g'n
Force, Frances C.....	Camden St.....	Assistant	16 Thomas st.
Ford, Nora G.....	Oliver St.....	Assistant ...	1104 Broad st.
Ford, Clara	Wickliffe St....	Assistant	22 East Kinney st.
Forker, M. Margery.....	Walnut St.....	Assistant	372 Clinton ave.
Fornwalt, Beatrice	Franklin	Assistant	137 Mt. Prospect ave.
Forshay, Mabel E.....	State St.....	H'd Assistant	202 Broad st.
Fort, Fred W.....	Hamburg Pl....	Principal	33 South Tenth st.
Fort, Marion B.....	Hamburg Pl....	Assistant	33 South Tenth st.
Fosdick, Nellie J.....	Oliver St.....	Assistant ...	10 Larch av., Bogota
Foster, Jeannette	Morton St.....	1st Assistant	111 Bloomfield ave.
Foxcroft, Jane I.....	State St.....	Assistant	13 Carteret st.
Francisco, Bessie	13th Ave.....	Assistant	319 Summer ave.
Fredericks, Helen L.....	Charlton St....	Kind'g Asst..	94 Sherman ave.
Freeland, Marietta H....	Morton St.....	Model & Critic	298 Clifton ave.
Freeman, Mildred.....	Franklin	Assistant ...	203 Summer ave.
Fretz, Thomas R.....	Burnet St.....	Principal	11 Ha'th'ne av., E.O.
Fritts, Anna L.....	North 7th St....	Assistant	184 Fourth st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Fritts, Ethel	Wickliffe St....	Assistant	184 Fourth st.
Fritts, Mabel	Alexander St....	Assistant	96 No. 15th st., E. O.
Froehlich, Ruth.....	Belmont Ave....	Assistant ..	37 Nelson pl.
Frost, Sophie	Summer Pl.....	V. Principal..	118 Chester ave.
Frost, Vena A.....	15th Ave.....	Assistant ..	284 Clifton ave.
Furman, Edna M.....	North 7th St....	1st Assistant..	65 South Tenth st.
Fussell, Anna E.....	South 10th St...	Assistant	239 Broad st.
Gallagher, Elizabeth F....	Abington Ave....	Assistant	25 St. Luke's pl., Mont.
Gallagher, Margaret C....	South 16th St....	H'd Assistant	34 Homestead park
Gardner, Florence D....	North 7th St....	Assistant ..	240 North Sixth st.
Garrabrant, Anna L.....	Franklin	1st Assistant..	29 North Ninth st.
Garrabrant, Elizabeth E...	High	Assistant	380 High st.
Garrison, Mildred P.....	Bruce St.....	Assistant	153 Irvington av., S. O.
Gauch, Elizabeth E.....	Elliot St.....	1st Assistant..	474 Mt. Prospect ave.
Geiger, Emma E.....	13th Ave.....	Assistant	27 Breintnall pl.
Gellert, Mrs. Millicent S..	Lawrence St....	H'd Assistant	498 Washington st.
Gemar, Jennie A.....	Hamburg Pl....	1st Assistant..	203 Main st., E. O.
George, Lena A.....	Belmont Ave....	Assistant	63 Thirteenth ave.
Geraghty, Linda M.....	Morton St. P....	H'd Assistant.	23 Elizabeth ave.
Geraghty, Mary	Manual Training	Special	227 Mulberry st.
Gibb, Eleanor M.....	Bruce St.....	Kind'g Direct.	157 Roseville ave.
Gibbs, John M.....	Waverly Ave....	Principal	Spring Valley, N. Y.
Giehl, Jennie A.....	High	Assistant	50 Park pl.
Gillman, Elsie M.....	Monmouth St...	Kind'g Asst..	26 Spruce st., Bl'mfi'd
Gillott, Jessie	Central Ave....	Clerk	1 Summit st.
Gillott, Mrs. M. Augusta..	South 8th St. P.	V. Principal..	1 Summit st.
Gilman, Frank G.....	High	H'd Hist. Dpt.	774 Highland ave.
Gilmour, Katherine E....	Summer Ave....	1st Assistant..	76 Beech st., Arlingt'n
Ginger, H. Louise.....	South 8th St..	Assistant	64 Ninth ave.
Gleason, Charles H.....	Summer Ave....	Principal	555 Summer ave.
Gleason, Charles H., Jr...	Belmont Ave....	Principal	555 Summer ave.
Gleim, Lydia E.....	15th Ave.....	Assistant	135 Stuyvesant ave.
Glennie, Alexander J...	Abington Ave....	Principal	77 Pennsylvania ave.
Glover, Flora I.....	South Market St	1st Assistant..	47 South Eleventh st.
Gogl, Claribel	Franklin G.....	H'd Assistant.	187 Broad st
Gogl, Emma L.....	North 7th St....	Assistant	187 Broad st.
Golding, A. Louise.....	14th Ave.....	Assistant	343 Graham av., Pat'n
Gorman, Mrs. Mary E....	Com'ce St. Ung.	Special	309 Belleville ave.
Gould, Minnie D.....	Roseville Ave...	Assistant	13 Myrtle ave.
Graham, Ada	Charlton St....	Clerk	293 Belmont ave.
Graham, Margaret D....	Chestnut St....	Kind'g Direct.	144 Ward st., Paters'n
Gray, Esther M.....	Hawkins St....	H'd Assistant	33 Fulton st.
Greelish, Kathleen A....	South Market St	Assistant	32 Hedden ter.
Green, Nellie C.....	Waverly Ave...	Assistant	305 Trinity pl. Eliz.
Grice, Edith E.....	North 7th St....	Assistant	6 Gouverneur st.
Griggs, Clarence R....	Manual Training	Special	Union, Union Co., N. J.
Grill, Caroline L.....	14th Ave.....	Assistant	460 Summer ave.
Grimes, Mary	Elliot St.....	Assistant	48 Lincoln ave.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Grork, Genevieve S.....	High	H'd Assistant	Maplewood, N. J.
Grundy, Elizabeth.....	14th Ave.....	Assistant ...	344 Woodside ave.
Guild, Mrs. Josephine R..	South 8th St....	Assistant	60 North Sixth st.
Haberle, Nell M.....	Newton St.....	Assistant	12 Park pl., Orange.
Haddow, Agnes	Franklin	Assistant	121 Second ave.
Haddow, Elizabeth G.....	Hamburg Pl.....	Kind'g Direct.	121 Second ave.
Hagar, Clara H.....	Washington St..	Assistant ...	273 Montclair ave.
Hagerty, Alice T.....	Camden St.....	Assistant ...	207 Peshine ave.
Hagney, Augusta W.....	Elizabeth Ave...	Assistant	31 Milford ave.
Hagney, Emma U.....	Miller St.....	Assistant	31 Milford ave.
Haines, Alice B.....	Washington St..	Assistant	34 Franklin st.
Haines, Florence L.....	Asst. Superv....		
	of Music....	Special	34 Franklin st.
Haines, Margaret D....	South St.....	Assistant ...	34 Franklin st.
Haines, Martha B.....	So. Market St. P.	H'd Assistant	34 Franklin st.
Hall, Juliet N.....	South St.....	Assistant	168 Johnson ave.
Hallock, Virginia E.....	Monmouth St...	Assistant ...	128 Orchard st.
Hamburg, Mabel J....	Waverly Ave...	Kind'g Asst.	324 Clifton ave.
Hamel, Eudora	Summer Ave. P.	H'd Assistant	276 Broad st.
Hamel, Georgiana	Webster St. Trg.	Model & Critic	276 Broad st.
Hamilton, Gertrude A....	South 8th St....	Assistant	32 Maple av., Madis'n
Hamilton, Malia	Colored	Assistant	90 Court st.
Hampton, Belle	Newton St.....	Assistant	351 Plane st.
Handel, Elsa D. A.....	South 8th St....	Kind'g Asst.	55 State st., E. O
Hanson, Frank H.....	South Market St.	Principal	141 Heller parkway.
Hardin, Elizabeth	High	Assistant	321 Belleville ave.
Haring, Frances M.....	High	Assistant	174 Summer ave.
Haring, Georgia A.....	South 16th St...	Kind'g Direct.	174 Summer ave.
Harlow, Julia A.....	Roseville Ave...	Assistant	526 Central ave.
Harris, Adah Belle.....	Belmont Ave...	Kind'g Asst.	407 Clinton av.
Harris, Genevieve.....	Waverly Ave...	Assistant ...	24 Mt. Prospect pl.
Harris, Josephine	State St.....	Assistant	24 Mt. Prospect pl.
Harrison, Harriet N.....	Normal & Train'g	Model & Critic	41 Gray st.
Harrison, Mary E.....	Hawthorne Ave	Kind'g Asst.	84 Grove st., Irv'g'n
Harrison, Mary M.....	South 10th St...	Assistant	Box 178, Mtlr., N. J.
Hart, Ray H.....	High	Assistant	213 Clifton ave.
Hartough, Sarah E.....	Newton St. P...	H'd Assistant	74 Ninth ave.
Hartstall, Rose	Hawkins St....	V. Principal..	304 Broad st.
Harvey, Elizabeth W....	South 10th St...	Assistant	7 Centre st.
Hasbrouck, Anna B.....	Bergen St.....	1st Assistant.	524 Clinton ave.
Hascall, Theodorus B....	High	Assistant	189 Broad st.
Haselmayer, Jeannette L.	Morton St.....	Assistant	87 Treacy ave.
Hatch, Annie W.....	Charlton St....	Assistant	32 Astor st.
Hatch, John J.....	Bergen St.....	Assistant	151 Monmouth st.
Hatch, William A.....	Manual Training	Special	151 Monmouth st.
Haulenbeck, Caroline Y..	South 8th St....	Assistant	77 North Eleventh st.
Haughwout, Adelle	Oliver St.....	1st Assistant..	985 Broad st.
Haviland, Josephine C..	Waverly Ave...	Assistant ...	32 Prospect st., Eliz.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Hay, Harriet E.....	Camden St.....	Assistant	48 Gray st.
Hay, Mary F.....	7th Ave.....	Kind'g Asst..	530 Adams ave., Eliz.
Hayden, Julia L.....	Oliver St.....	Assistant	418 Plane st.
Hayes, Blanche C.....	15th Ave.....	Assistant ...	207 Peshine ave.
Hayes, Estelle A.....	State St.....	Assistant	56 Chester ave.
Healy, Ruth E.....	Miller St.....	1st Assistant..	70 Brunswick st.
Heath, Madelene E.....	Belmont Ave.....	Assistant	304 Bank st.
Hedges, Mrs. Elizabeth A.	15th Ave.....	Assistant	11 Park pl., Blmfield.
Hegeman, Georgia	Charlton St.....	Assistant	75 Avon ave.
Hegeman, Jeannette	Charlton St.....	Assistant	75 Avon ave.
Heineken, William L.....	Lafayette St.....	Principal	13 Clinton pl.
Heist, Mabel R.....	18th Ave.....	Assistant	59 Farley ave.
Henderson, Annie	Hamburg Pl. G.	H'd Assistant	895 Broad st.
Hennion, Mary P.....	Summer Ave.....	Assistant	316 Belleville ave.
Herbert, Agnes V.....	Sussex Ave.....	Assistant	204 North Ninth st.
Herbert, Helen M.....	Morton St.....	Assistant	204 North Ninth st.
Herbst, Helen	Webster St. Tr'g	Model & Critic	665 Hunterdon st.
Herkimer, Jennie L.....	7th Ave.....	Assistant	Passaic, N. J.
Herckner, Clara G.....	Burnet St.....	Assistant	22 Central ave.
Hetfield, Anna	15th Ave.....	Assistant	16 Linden st.
Hevey, Agnes B.....	Franklin	Assistant	313 Belleville ave.
Hewitt, Margaret L.....	High	Assistant	280 Garside st.
Hicks, Grace D.....	Ann' St.....	Assistant	15 Eppirt st., E. O.
Hill, E. May.....	Bergen St.....	Assistant	88 Astor st.
Hill, J. Francis.....	Manual Training	Special	284 Clifton ave.
Hill, Laura E.....	Camden St.....	Assistant	47 South Eleventh st
Hill, Lillie A.....	Camden St.....	Assistant	47 South Eleventh st
Hill, Madell	Summer Pl.....	Assistant	166 Elwood ave.
Hill, Nellie	High	H'd Assistant	69 North Eleventh st.
Hilton, Mary L.....	South 10th St...	1st Assistant..	247 South Eighth st.
Hines, Margaret M.....	South St.....	Assistant ...	207 Peshine ave.
Hochkins, Carrie E.....	15th Ave.....	Assistant	253 South Eighth st.
Hockenbary, Mrs. Alberta	14th Ave.....	Assistant	102 Union ave., Irv'g'n
Hoenemann, Wilhelm B..	South 8th St...	Principal	264 South Eighth st.
Hoffman, Kathryn M.....	18th Ave.....	Assistant	7 Emmet st.
Hogan, Maud G.....	Warren St.....	V. Principal..	55 Milford ave.
Hollum, Margaret	Central Ave. P.	V. Principal..	175 James st.
Holmes, Alice M.....	Summer Ave.....	Assistant	469 Summer ave.
Hoppaugh, Abbie J.....	Walnut St.....	Assistant	63 Taylor st.
Hopper, Florence I.....	Elliot St.....	Assistant	42 Lincoln ave.
Hopping, Susie C.....	Ann St.....	V. Principal..	127 Elm st.
Horan, Margaret G.....	Ann St.....	Assistant	397 Market st.
Horn, Lillian	Livingston St...	Assistant	25 Hill st.
Horn, Matilda	Peshine Ave.....	V. Principal..	66 Sherman ave.
Horn, Nelle A.....	Newton St.....	Assistant ...	25 Hill st.
Horst, Bertha F.....	Bruce St.....	Assistant	64 Green'd ave., E. O.
Horter, Lena M.....	Charlton St.....	Assistant	82 Treacy ave.
Hotchkiss, Rose McKean.	Charlton St.....	Kind'g Direct.	1076 Broad st.
Howard, Anna M.....	Hamburg Pl.....	Assistant	101 Pennsylvania ave.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Howard, Marie N.....	Washington St..	Assistant	1122 Broad st.
Howell, Mabel A.....	South 16th St	Assistant ...	53 Murray st.
Huff, Marjorie A.....	Monmouth St...	Assistant	312 Seventh ave.
Hulse, James A.....	High	Assistant ...	225 Grafton ave.
Hunter, Mattie B.....	Charlton St....	Kind'g Asst.	205 North Seventh st.
Huston, Henrietta L....	Alexander St...	Assistant ...	23 Burnet st.
Hutchings, Carrie C.....	Walnut St.....	H'd Assistant	16 Elm st.
Hutchings, Emma L.....	Newton St. P...	V. Principal..	South Orange, N. J.
Hutchinson, Myra I.....	South St.....	Assistant	1076 Broad st.
Hutman, Florence E.....	Lawrence St....	Special Asst..	127 East Kinney st.
Hymes, Sara L.....	Sussex Ave.....	Assistant	37 North Sixth st.
Iliff, C. Blanche.....	Hamburg Pl....	Assistant	81 Sherman ave.
Ingalsbe, Caroline A.....	18th Ave. P....	V. Principal..	50 East Kinney st.
Jackson, Anna A.....	Alexander St...	Assistant	29 Lombardy st.
Jacobs, Florence M.....	Warren St.....	Assistant	73 Bleecker st.
Jacoby, Mrs. Rebecca C.	Hawkins St....	Assistant	21 Hillside ave.
James, Lena J.....	Hawthorne Ave.	Assistant	24 Millington ave.
Jenkinson, Harriet K....	State St.....	Assistant	24 Baldwin st.
Jennings, Mary A.....	South 10th St...	Assistant	72 South Seventh st.
Jerolamon, C. Grace.....	13th Ave.....	Assistant	440 W'h'gt'n av., Bellv.
Jochmus, Thresa E.....	Central Ave....	Assistant	562 Warren st.
Johnson, Caroline	18th Ave.....	Assistant	345 Seventh ave.
Johnson, Edna F.....	Chestnut St....	Assistant	179 Washington st.
Johnson, Grace A.....	North 7th St...	Assistant	25½ So. Twelfth st.
Johnson, Louise G.....	Avon Ave.....	Assistant	718 Clinton ave.
Johnson, Mrs. M. Louisa.	James St. Indus.	Assistant	94 South Twelfth st.
Johnson, Nellie B.....	South 10th St...	Assistant	1103 Broad st.
Johnson, William A.....	High	Assistant	157 North Seventh st.
Jones, Mrs. Helen F.....	Alexander St...	Assistant	60 West End av.
Jones, Mary E.....	Newton St.....	Assistant	25 Hill st.
Jupp, Sarah S. E.....	Chestnut St....	Assistant	101 Clark st., Bklyn.
Kachline, Susan A.....	South 8th St....	1st Assistant..	276 Sixth ave.
Kain, Bertha R.....	Burnet St.....	Assistant ...	12 Hill st.
Kaiser, Carrie A.....	Camden St.....	Assistant	140 Fairmount ave.
Karner, M. Lou.....	Chestnut St....	Assistant ...	1406 Brad'd ave., Pl'd
Keene, Edna J.....	South Market St.	Assistant	51 Thirteenth ave.
Kelly, Catharine M. M....	Warren St.....	Assistant	344 Sussex ave.
Kempe, Augusta	Monmouth St...	Assistant	130 Court st.
Kempf, Emily M.....	Normal & Train'g	Model & Critic	114 Park ave.
Kennedy, J. Wilmer.....	Miller St.....	Principal	3 Emmet st.
Kennedy, Marion A.....	Monmouth St...	Assistant	221 Broad st.
Kennedy, Mary B.....	Oliver St.....	Assistant	96 Alpine st.
Kennedy, Thomas F.....	High	H'd Assistant	253 Grafton ave.
Kent, Mabelle E.....	Avon Ave.....	Assistant	513 Clinton ave.
Kerns, M. Lizzie.....	Burnet St.....	1st Assistant..	21 Halsey st.
Keyler, Lillian	Oliver St. P...	V. Principal..	144 Camden st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Kiesewetter, Dora	Charlton St.....	Kind'g Asst..	148 Monmouth st.
Kilpatrick, Jessie M.....	Morton St.....	Assistant	257 Mulberry st.
Kimball, Carrie A.....	Newton St.....	Assistant	103 South Seventh st
King, Carolyn M.....	Roseville Ave...	Kind'g Asst..	81 South Tenth st.
King, W. Wallace.....	High	Assistant	231 S. Cl't'n st., E. O.
Kingston, Emma A.....	Franklin P.....	V. Principal..	581 Summer ave.
Kinsey, Blanche A.....	Livingston St...	Assistant	107 South Seventh st.
Kinsey, Elizabeth D.....	13th Ave.....	1st Assistant.	159 Littleton ave.
Kirkpatrick, Mary D.....	Ann St.....	Assistant	127 Elm st.
Kitchell, Agnes	Webster St.....	Principal	125 Broad st.
Kitchin, Jennie V.....	South 8th St. P.	H'd Assistant.	253 South Tenth st.
Klotz, Elizabeth D.....	South 10th St...	Assistant	26 State st.
Knickmeyer, Emma A....	Monmouth St...	Assistant	21 Somerset st.
Koehler, Lydia D.....	Oliver St.....	Kind'g Direct	30 Johnson ave.
Kohl, Elizabeth I.....	Alexander St...	Assistant	199 Morris ave.
Koyt, Berta A.....	South 8th St...	Assistant	7 Austin st.
Kraemer, Delphine	Manual Tr'n'g.	Special	301 Belmont ave.
Kraemer, Frieda	Alexander St...	V. Principal..	301 Belmont ave.
Kreiner, Lillian M.....	Normal & Train'g	Mod'l & Critic	224 Broad st.
Kussy, Rose	Camden St.....	Assistant	290 Springfield ave.
Kussy, Sarah	Camden St.....	Assistant	294 Springfield ave.
Lacey, Edna M.....	State St.....	Assistant	96 North Ninth st.
La Londe, Norma.....	Hawkins St.....	Assistant	54 So. Clinton st., E.O.
Landes, Annie M.....	Hawkins St.....	Assistant	794 Parker st.
Landy, Alicia F.....	7th Ave.....	Assistant	304 Broad st.
Landy, Anna F.....	7th Ave.....	Assistant	304 Broad st.
Langlas, Carl F.....	High	Man'l Train'g	271 Parker st.
Law, Daisy M.....	Oliver St.....	Assistant	28 Marshall st.
Layton, Aletta M.....	Newton St.....	Assistant	160 South Ninth st.
Leary, E. Theresa.....	Lawrence St...	Assistant	83 Columbia st.
Leary, Grace M.....	Morton St.....	Assistant	83 Columbia st.
Lee, Agnes R.....	15th Ave.....	Assistant	59 So. Thirteenth st.
Lehlbach, Mrs. Eliz. A.	13th Ave.....	1st Assistant.	20 Nelson pl.
Lehlbach, Emma	Morton St.....	Assistant	35 Waverly ave.
Lenney, James P.....	Washington St.	Assistant	112 Bleecker st.
Levy, Clara	14th Ave.....	Assistant	124 Wickliffe st.
Lewis, Clara H.....	Summer Ave....	H'd Assistant	481 Summer ave.
Leyden, Elizabeth	High	Assistant	48 Mt. Pleasant ave.
Lieb, Augusta C.....	Ann St.....	Assistant	22 Chestnut st.
Lindeburg, Cora J.....	Charlton St.....	H'd Assistant.	58 South Twelfth st.
Lindenburg, Florence A.	Walnut St.....	Assistant	53 South Twelfth st.
Lindsley, Josie	Franklin	Kind'g Direct.	Caldwell, N. J.
Linnett, Lillie M.....	14th Ave.....	Assistant	176 South Ninth st.
Littell, Bessie M.....	Elliot St.....	1st Assistant.	636 Ridge st.
Littell, Eleanor A.....	Elliot St.....	Assistant	67 Chester ave.
Littell, Elizabeth B.....	Walnut St.....	Kind'g Direct.	105 Gr'w'd av., E. O.
Lombard, Mary G.....	Miller St.....	1st Assistant.	140 N. 17th st., E. O.
Long, Frank W.....	Manual Training	Special	105 Third st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Long, Jennie W.....	Charlton St.....	Assistant	Union, Union Co., N.J.
Longstreet, Mary J.....	Ann St.....	Assistant	93 Fourth ave.
Lord, Nellie M.....	Waverly Ave....	Assistant	277 Main st., E. O.
Lord, Rita E.....	Sussex Ave.....	Assistant	62 Ninth ave.
Loweree, Edith M.....	Charlton St.....	Assistant	44 Watson ave., E. O.
Ludlow, L. Belle	Avon Ave.....	Assistant	62 Monmouth st.
Lunger, Edith	Elliot St.....	Assistant	252 Mt. Pleasant ave.
Lunn, F. Elizabeth	Belmont Ave....	Assistant....	11 Taylor st.
Luther, Agnes V.....	Normal & Train'g	{ Teach'r of } { Theory. }	151 Scotland rd., S. O.
Lutz, M. Anna	William St.....	Assistant	98 Bloomfield ave.
Lux, Josie P.....	Belmont Ave....	Assistant ...	Nutley, N. J.
Lyon, Mrs. Alberta H....	South 8th St....	Assistant	79 South Tenth st.
Lyon, Elsie	Hamburg Pl....	Kind'g Asst..	12 Hill st.
Lyon, Florence.....	Oliver St.....	Assistant	12 Hill st.
Lyon, Lorena A.....	Central Ave....	Assistant	27 Homestead park.
Lyons, Mary W.....	North 7th St..	Assistant ...	123 Washington ave.
MacBride, Georgiana....	Warren St.....	Assistant ...	33 Franklin st.
MacDonald, Edith R....	Newton St.....	Assistant	95 Renner ave.
MacDonald, Robert A....	Hawthorne Ave.	Principal	95 Renner ave.
MacGowan, Jessie E....	Washington St..	Assistant	23 Elizabeth ave.
MacGowan, Marietta ...	Morton St.....	Assistant	23 Elizabeth ave.
MacIntyre, Edith.....	Abing'n Ave. An	Assistant ...	93 Fourth ave.
Maclay, Mary E.....	State St.....	Assistant	312 Summer ave.
Maclure, David	Chestnut St....	Principal	1156 Sp'gfld av., Irv'g'n
MacMaster, Amelia K....	Elliot St.....	Kind'g Asst..	454 Jeffers'n ave., Eliz.
Magowan, Allene E....	Roseville Ave..	Assistant ...	10 Gould ave.
Mahan, Mary	7th Ave.....	H'd Assistant	153 Bleecker st.
Mains, J. Elmina	South 10th St..	Assistant	178 Fourth st.
Mandeville, Julia R....	18th Ave.....	Assistant	158 So. Eleventh st.
Mangold, Martha	Newton St.....	Assistant	109 North Seventh st
Mann, Nellie L.....	Burnet St.....	1st Assistant	293 Clifton ave.
Manness, S. Ervin.....	18th Avenue ..	Principal	625 Mt. Prospect ave.
Marquart, Marguerite...	Avon Ave.....	Assistant ...	22 East Kinney st.
Marsh, Emily T.....	Alexander St....	Assistant	162 Milton ave., Ra'y
Marsh, Jessie B.....	Waverly Ave....	H'd Assistant	37 Elizabeth ave.
Marshall, Mary W.....	Hamburg Pl....	Assistant ...	93 Fourth ave.
Martin, Isadora S.....	South Market St.	Kind'g Direct.	20 South Tenth st.
Martin, Louise M.....	Hawthorne Ave.	Assistant	42 Farley ave.
Martin, May Axford....	Avon Ave.....	Assistant	64 Sherman ave.
Martin, S. May.....	Bruce St.....	V. Principal..	77 Burnet st., E. O.
Mathews, Byron C.....	High	H'd Assistant	106 Carnegie ave., E. O.
Mathews, Olive A.....	Colored	Assistant	192 Charlton st.
Matter, Pearl E.....	South St.....	Kind'g Asst..	299 Clifton ave.
Matthews, Florence	Sussex Ave.....	Assistant	198 Third st.
Mattie, Ida.....	7th Ave.....	Assistant	281 Clifton ave.
Maurus, Kathreen G. B...	Belmont Ave....	Assistant	27 Farley ave.
Mawha, Elsie R.....	Summer Ave....	Assistant	165 Summer ave.

BOARD OF EDUCATION.
TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
May, Mona M.....	North 7th St. P.	V. Principal..	55 Ninth ave.
McCaffrey, Florence G..	South Market S	Assistant ...	116 Seeley av., Arl'n
McCaffrey, Mabel V.....	South Market St.	Assistant	116 Seeley av., Arl'n
McCallig, Anna T.....	Lawrence St....	Assistant	110 Hamilt'n st., E. O.
McClelland, Annie H....	South 10th St....	1st Assistant..	163 Fairmount ave.
McClelland, Helena	Manual Training	Special	163 Fairmount ave.
McClelland, Thos. K.,...	Belmont Ave. G	V. Principal..	163 Fairmount ave.
McCloskey, Margaret	Gen. Supervisor.	Special	40 Park pl.
McClure, Joanna M.....	13th Ave.....	Assistant	348 Thirteenth ave.
McClure, Rebecca	Newton St.....	1st Assistant..	348 Thirteenth ave.
McCrea, Edith A.....	Morton St.....	Assistant	59 Thirteenth ave.
McDermitt, Agnes C.....	Charlton St....	Assistant	571 So. Eleventh st.
McDonald, Jane F.....	Newton St....	Assistant	69 Roseville ave.
McDonald, Katherine ...	Burnet St.....	Assistant	131 Plane st.
McDonald, Mary A.....	Sussex Ave.....	Assistant	368 New st.
McDonald, Sarah E.....	South 8th St....	Assistant	11 Milton st.
McDowell, Sallie G.....	Waverly Ave....	Assistant	46 Hillside pl.
McIntyre, Stella E.....	State St.....	Kind'g Direct.	254 Mt. Pleasant ave.
McKee, Jane E.....	South 16th St...	V. Principal..	12 Beech st., Arl'gt'n
McKeon, Catherine F....	13th Ave.....	Assistant	96 Alpine st.
McKinney, C. Edward, Jr.	High	Man'l Train'g	282 Clifton ave.
McLaughlin, Nellie	Hawkins St....	Assistant	63 Ninth ave.
McLaury, John C.....	7th Ave.....	Principal	42 S. Maple ave., E.O.
McLaury, Madge L.....	Waverly Ave....	Assistant	42 S. Maple ave., E.O.
McNamara, Evelyn V....	Washington St..	Assistant	126 Baldwin st.
McNeill, Mary A.....	Abington Ave...	Assistant	142 North Ninth st.
McVey, Eva C.....	South St.....	Assistant	17 Pennington st.
McVey, Maud	South Market St	Assistant	17 Pennington st.
McWhood, Virginia L...	Belmont Ave...	Clerk	213 North Sixth st.
Meeker, Sarah L.....	Lafayette St....	Assistant	7 Sherman ave.
Melick, Evangeline	Monmouth St...	Assistant	451 High st.
Memmott, Charlotte B...	Waverly Ave...	V. Principal..	120 South Ninth st.
Mendel, Clara S.....	13th Ave.....	Assistant	372 High st.
Mentz, Grace L.....	South 16th St...	Assistant	72 Maple ave., Irv'g'n
Mercy, Emilie A.....	Bergen St.....	Assistant	257 Garside st.
Mergott, Lulu F.....	Bergen St.....	1st Assistant..	159 Fairmount ave.
Merry, Grace	Webster St. Tr'g	Mod'l & Critic	19 Lombardy st.
Merry, Sara E.....	Burnet St.....	Assistant	19 Lombardy st.
Meseroll, Sarah	Newton St.....	Kind'g Asst..	42 Walnut st.
Mezger, Robert	High	Head French Dept.	155 Delavan ave.
Mikels, Jessie B.....	Franklin	1st Assistant..	230 Garside st.
Millen, Emma	South 8th St....	Assistant	220 Garside st.
Miller, Adelaide D.....	13th Ave.....	Assistant	137 Bank st.
Miller, Alice M.....	North 7th St....	Assistant	335 Clifton ave.
Miller, Caroline D.....	Washington St..	Assistant	137 Bank st.
Miller, Delia	Franklin	Assistant	335 Clifton ave.
Miller, Florence M.....	Lafayette St....	Assistant	17 East Kinney st.
Miller, Grace E.....	Miller St.....	Assistant	13 Tichenor st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Miller, Mattie M.....	Avon Ave.....	Assistant	63 Treacy Ave.
Milliman, Nelle G.....	Waverly Ave....	Assistant	186 South Tenth st.
Mills, Lydia A.....	Lafayette St....	Assistant	20 Poinier st.
Milne, Anna	South 16th St...	Assistant	18 Summer st., Orange
Milton, Eva	Alexander St...	Assistant	20 West End ave.
Milwitzky, William.....	High	Assistant ...	400 Sec'd st., E. Nw'k
Miner, Benjamin C.....	Ann St.....	Principal	6 Irving pl., Summit.
Minion, Marie E.....	Commerce St...	Assistant	388 Main st., Belleville
Mintz, Dorothy	Alexander St...	1st Assistant.	825 South Eleventh st.
Mintz, Fannie S.....	Livingston St...	Assistant	825 South Eleventh st.
Mizer, Eleanora E.....	Ab'gton Av. A'x.	H'd Assistant	264 Clifton ave
Mock, Clara E.....	Morton St.....	Assistant	27 Hill st.
Mock, Kate E.....	13th Ave. G.....	V. Principal..	27 Hill st.
Moffat, Mrs. Ada T.....	Hawthorne Ave.	Assistant	24 Millington ave.
Mohair, Anna B.....	Bergen St.....	1st Assistant.	34 Homestead park.
Molten, Mrs. Lizzie C...	William St.....	Assistant ...	19 Myrtle ave.
Monaghan, Bartholomew F.	Hawkins St....	Principal	349 So. Eleventh st.
Moore, Alice L.....	North 7th St....	Assistant	31 North Sixth st.
Moore, Carrie L.....	Franklin	Kind'g Asst..	44 Rowland st.
Moore, Elizabeth	Newton St.....	Assistant	96 Sherman ave.
Moore, Elizabeth N.....	Hamburg Pl....	Assistant	41 Essex st.
Moore, Ellen L.....	State St.....	Assistant	328 Belleville ave.
Moore, Hannah	Lafayette St....	1st Assistant	118 Miller st.
Moore, Harriet	Miller St.....	1st Assistant.	177 Quitman st.
Moore, M. Alice	Miller St.....	Assistant	325 Summer ave.
Moore, Maud	Miller St. P.....	H'd Assistant.	177 Quitman st.
More, Mary B.....	Bruce St.....	Assistant	E. Main st., Chatham.
Morgan, Emma	Newton St.....	1st Assistant.	18 Mercer st.
Morris, Lela M.....	13th Ave.....	Assistant ...	1141 Chestnut st., Eliz.
Morris, Laura B.....	13th Ave.....	Kind'g Direct.	209 Broad st.
Morris, Sara W.....	Ann St.....	H'd Assistant	9 Napoleon st.
Morrison, Bessie	Lafayette St....	Assistant	20 Linden st.
Morrison, Katharine	Warren St.....	Assistant	20 Linden st.
Morrow, Blanche C.....	Bergen St.....	Kind'g Asst..	58 Ingraham pl.
Morton, Henrietta V.....	18th Ave.....	Kind'g Asst..	31½ Avon ave.
Mulford, Ethel B.....	South 10th St.	Kind'g Asst.	201 Summer ave.
Mulford, May	Morton St.....	Assistant	62 Plane st.
Mulligan, Mary.....	So. Market St.	Assistant ...	102 Ferry st.
Mullison, Harriet W.....	7th Ave.....	Clerk	145½ Elizabeth ave.
Mundy, Caroline	High	Assistant	284 North Sixth st.
Mundy, Jeannette J.....	Miller St.....	Assistant	41 Stratford pl.
Munn, Mary V. A.....	Elliot St.....	Assistant	147 Stephen st., Bellv.
Murphy, Clara	Hamburg Pl....	Assistant	200 Elm st.
Murray, Lucille C.....	Monmouth St...	Assistant	161 South Sixth st.
Myer, Eva	State St.....	V. Principal..	342 Roseville ave.
Myers, Henrietta	South 10th St...	Assistant	146 So. Eighth st.
Navatier, Theresa C.....	Charlton St.....	Assistant	1003 Broad st.
Nebinger, Mary G.....	Belmont Ave...	1st Assistant..	22 Astor st.

BOARD OF EDUCATION.
TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Negles, Anna M.....	South Market St.	Assistant	298 South Ninth st.
Nettleton, Harriet A....	Hamburg Pl....	Assistant	32 Mt. Pleasant ave.
Newbury, Helen N.....	Monmouth St...	Assistant	168 Grove st., E. O.
Nicholas, Emily.....	Oliver St.....	Assistant ...	126 Third ave.
Nicholls, Mabel A.....	Central Ave....	Assistant ...	36 Chestnut st.
Nichols, Edna F.....	So. Market St.	Assistant	8 Gouverneur st.
Nichols, Mary W.....	High	Assistant	315 Summer ave.
Nicklas, Peter	High	Assistant	257 Parker st.
Nicoll, Daisy O.....	Avon Ave.....	Assistant	25 Leslie st.
Noble, Josephine L.....	Sussex Ave....	Assistant	336 Seventh ave.
Nolan, Helen P.....	South St.....	Assistant	Belgrove drv., Kearny
Noon, Philo G.....	So. Market St. G.	V. Principal..	114 So. Twelfth st.
Norbury, Jessie.....	Monmouth St...	Assistant ...	80 Beverly st.
Nye, Ruth B.....	Bergen St.....	Assistant	183 Mt. Prospect ave.
O'Connor, Florence E....	Washington St..	Assistant	215 Washington st.
O'Connor, Helen A.....	7th Ave.....	Assistant	258 High st.
O'Connor, Mary N.....	Peshine Ave....	Assistant	59 South st.
Ohr, Amelia C.....	14th Ave.....	Assistant	433 So. Twelfth st.
Olds, Almeda M.....	Washington St..	Assistant	17 Pennington st.
O'Rourke, Mary A.....	Central Ave....	Assistant	45 Burnet st.
Osborn, Maude A.....	Belmont Ave...	Kind'g Asst..	74 Emmet st.
Ostrander, Katharine V..	Ann St.....	Assistant	7 Sherman ave.
Oswell, Katharine F....	Bruce St.....	Assistant	13 Pennington st.
Overgne, Louise C.....	Livingston St...	Assistant	20 Miller st.
Overgne, M. Theresa	Monmouth St...	Assistant	20 Miller st.
Paddock, Alice M.....	Newton St.....	Assistant	304 Broad st.
Paddock, Carmilla	Waverly Ave....	Assistant	304 Broad st.
Parker, Mary M.....	South St.....	Assistant	121 South Ninth st.
Parmalee, Laura M.....	Chestnut St....	Assistant	391 William st., E. O.
Parmly, Maude	Hawthorne Ave	Assistant	161 Roseville ave.
Patrick, Augusta L.....	High	Phys. Culture	80 Gates av., Mtblr.
Patrick, Elizabeth N.....	Hawkins St...	Assistant	429 Belmont ave.
Patterson, Edith F.....	Hamburg Pl....	Assistant	1072 Ave C, Bayonne
Pauley, Caroline M.....	Alexander St...	Assistant	102 Second st., S. O.
Peach, Nellie M.....	Miller St.....	Assistant	315 High st.
Peal, Amelia E.....	13th Ave.....	Assistant	583 Clinton ave.
Pearson, Nelle G.....	Sussex Ave....	Assistant	42 Myrtle ave.
Pease, Henry F.....	Manual Training	Special	14 Schley st.
Peck, Adelaide	Miller St. G....	V. Principal..	122 Brunswick st.
Peer, E. Jane	18th Ave.....	1st Assistant.	7 Emmet st.
Perkins, Bessie F.....	15th Ave.....	Kind'g Asst..	275 South Sixth st.
Perry, Eleanor B.....	Walnut St.....	Assistant	17 Glenw'd ave., E. O.
Perry, Mabel E.....	South 8th St...	Assistant	109 South Eleventh st.
Perry, Mary E.....	Wickliffe St....	Kind'g Asst..	17 Glenw'd ave., E. O.
Peters, Minnie L.....	Franklin	Assistant	304 Broad st.
Pettit, Florence L.....	Central Ave....	Assistant ...	64 Emmet st.
Pfeifer, Pearl G. M.....	Belmont Ave...	King'd Direct	45 Congress st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Philip, Mrs. Josephine L.	Waverly Ave....	Assistant	21 41st st., Irvington
Phillips, Charlotte T....	South St.....	Assistant	40 Camp st.
Phillips, Florence L.....	South 8th St....	Kind'g Direct.	68 Evergreen pl., E.O.
Pickwick, Eli, Jr.....	Dir. Man. Tr'g..	Special	261 North Sixth st.
Pierce, Antinette R.....	Miller St.....	Assistant	64 Emmet st.
Pierce, Minnie R.....	Morton St.....	Assistant	372 Clinton ave.
Pierson, H. Elsie.....	Elizabeth Ave...	Assistant	9 Astor st.
Pilkington, Ruth.....	Morton St.....	Assistant ...	66 Monmouth st.
Pinckney, Bess L.....	Charlton St....	Assistant	407 Clinton ave.
Pinkham, George Ripley.	South St.....	Principal	22 West Kinney st.
Pitkin, Edgar S.....	State St.....	Principal ...	70 No. 15 st., E. O.
Pitkin, Marcia L.....	Lafayette St....	Assistant	25 Hill st.
Plume, Matilda A.....	Newton St.....	Kind'g Direct.	120 Prospect st., E. O.
Pomeroy, Rosamond	Camden St.....	Kind'g Direct.	532 Warren st.
Poortman, Amelia	Waverly Ave....	Assistant	120 Wright st.
Porsch, Marie	South 10th St...	Assistant	463 S. Fifteenth st.
Porter, Helen L.....	Charlton St....	Assistant	50 Murray st.
Post, Anna E.....	Bergen St.....	Assistant	41 South Tenth st.
Postill, A. Blanche	South 8th St...	Assistant	48 North Sixth st.
Potter, S. Emily.....	Washington St. P.	V. Principal..	51 Washington ave.
Powelson, Sarah A.....	Charlton St....	Assistant ...	29 Vanderpool st.
Preston, Adeline D.....	Belmont Ave...	Assistant	621 High st.
Preston, Ethel V.....	Hawthorne Ave..	Assistant ...	621 High st.
Preston, L. Alice.....	14th Ave.....	Assistant	138 Monmouth st.
Price, Lillian L.....	Normal & Train'g	General Asst.	40 Eighth ave.
Price, Mary H.....	High	Assistant	16 Taylor st.
Pritchard, Margaret H...	Waverly Ave....	Assistant	36 Baldwin ave.
Pulham, Sara E.....	7th Ave.....	Kind'g Asst..	71 Wakeman ave.
Pullin, Charlotte I.....	High	Assistant	503 Summer ave.
Pullin, Elsie	Lawrence St....	Assistant	227 North Sixth st.
Pullin, Jeanette	Hamburg Pl....	Clerk	227 North Sixth st.
Putnam, Adelaide G.....	Newton St.....	Assistant	66 Oriental st.
Quinby, Anna W.....	Camden St.....	H'd Assistant	80 Columbia st.
Quinn, Katharine E.....	Bergen St.....	1st Assistant..	108 Spruce st.
Randolph, Corliss F.....	15th Ave.....	Principal	76 South Tenth st.
Rafferty, Jane.....	Waverly Ave...	Assistant	344 So. Eleventh st.
Raquet, Marie L.....	Morton St.....	Kind'g Asst..	37 Waverly ave.
Rauch, Alpha J.....	Ann St.....	Assistant	70 Court st.
Rauch, Othelia M.....	Alexander St...	Kind'g Asst..	37 Isabelle ave.
Reardon, Joanna A. F....	Morton St.....	Assistant	14 Nelson pl.
Reeve, Ella A.....	Hamburg Pl....	Assistant	85 Broad st.
Reeve, M. Emma	Burnet St.....	Assistant	9 Linden st.
Reeves, Florence M.....	Morton St.....	Assistant	88 Wright st.
Reilly, Julia C.....	Bergen St.....	Assistant ...	262 Mt. Prospect ave
Remer, Kate A.....	Central Ave....	Assistant ..	64 Emmet st.
Reuck, Edith H.....	Bergen St. P....	V. Principal..	63 South Tenth st.
Reuck, S. Alberta	Charlton St.....	V. Principal..	63 South Tenth st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Reynolds, Grace C.....	Elliot St.....	Assistant	106 Washington ave.
Richards, Lucy A.....	Elliot St.....	Assistant	464 Summer ave.
Richards, Mary E.....	Hamburg Pl.....	Assistant	41 Essex st.
Richards, Mary H.....	High	Assistant	464 Summer ave.
Richardson, Florence	Elliot St.....	Assistant	299 Washington ave.
Richardson, Mabel.....	Elliot St.....	Clerk	299 Washington ave.
Richey, Frances O.....	Sussex Ave.....	Assistant	36 Baldwin ave.
Riehman, Mathilde M.....	Belmont Ave....	Assistant	60 Montgomery st.
Riley, Clara R.....	Abington Ave....	Assistant	103 Bloomfield ave.
Rinck, Daisybelle F.....	Miller St.....	1st Assistant.	127 Quitman st.
Rink, May R.....	Bruce St.....	Assistant	Hilton, N. J.
Riordan, Margaret C.....	Camden St.....	Assistant	333 New st.
Roalefs, Lavinia	18th Ave.....	Assistant	138 Fourth ave.
Robertson, Jennie M.....	Charlton St.....	Assistant	28 Sherman ave.
Robinson, Ida S.....	Morton St.....	Assistant	211 Hunterdon st.
Robison, Violet C.....	Ridge St.....	Kind'g Direct.	10 Second ave.
Roche, Kate	Oliver St.....	Assistant	39 Chestnut st.
Roe, Bessie E.....	Bergen St.....	Assistant	250 Fourth st.
Rogers, Mary P.....	Sussex Ave.....	Assistant	10 Myrtle ave.
Roll, Mabel E.....	South 8th St....	Assistant	79 Bleecker st.
Romaine, Edna P.....	South Market St.	Assistant	7 Gouverneur st.
Romer, Bertha M.....	13th Ave.....	Kind'g Asst.	154 Second ave.
Romer, Caroline S.....	High	H'd Biology Dept.	154 Second ave.
Romer, Clara E.....	Franklin G.....	V. Principal..	154 Second ave.
Romer, Maud E.....	Bruce St.....	Assistant	30 South st.
Rose, L. Hilda.....	Avon Ave.....	Assistant	69 Hedden ter.
Ross, Pauline R.....	South 8th St....	Assistant	96 South Tenth st.
Rothery, Mrs. Aglae L...	Normal & Train'g	Mod'l & Critic	17 Riggs pl., S. O.
Rounds, Myrtle M.....	Chestnut St.....	1st Assistant.	24 Broad st.
Rowden, Phoebe J.....	Manual Training	Special	267 Garside st.
Rudd, Annie C.....	Summer Ave....	Assistant	114 Summer ave.
Rudd, Katherine E.....	High	Librarian	114 Summer ave.
Rudolph, T. Christine....	Newton St.....	Assistant	275 Rose st.
Runyon, Edna L.....	18th Ave.....	Clerk	242 East Kinney st.
Runyon, Elizabeth	Miller St.....	Assistant	298 Clifton ave.
Rusby, Elizabeth A.....	7th Ave.....	Kind'g Asst..	Nutley, N. J.
Rusling, M. Louise.....	Summer Ave....	Kind'g Direct.	173 Mt. Pleasant ave.
Russell, Josephine F.....	Elliot St.....	Assistant	248 Summer ave.
Russell, Sadie G.....	Hamburg Pl.....	Assistant	97 South Seventh st.
Ryer, Gertrude E.....	Newton St.....	Assistant	19 Myrtle ave.
Safford, Charles L.....	High	Assistant	202 W. 78th st., N. Y.
Sandford, Viola L.....	Burnet St.....	Kind'g Asst..	135 New st.
Sandy, William C.....	High	H'd Com. Dpt.	262 North Sixth st.
Sargeant, Ada E.....	Franklin P.....	H'd Assistant	192 Summer ave.
Savacool, Emma	Ridge St.....	Assistant	7 Wakeman ave.
Sayre, Ann E.....	Warren St.....	Principal	368 Bank st.
Sayre, Laura B.....	Camden St.....	V. Principal..	91 Sussex ave., E. O.
Sayre, Mrs. Laura H.....	Lawrence St....	Assistant	2 Lombardy st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Scarlett, Anna	Bruce St.....	Assistant	56 South Eleventh st.
Scarlett, Sarah B.....	Roseville Ave...	Principal	56 South Eleventh st.
Schaefer, Alice R.....	Chestnut St....	Assistant	27 Brunswick st.
Schaefer, Anna G.....	South 10th St...	1st Assistant.	625 Bergen st.
Schaller, Caroline F.....	Morton St.....	Assistant	41 Thirteenth ave.
Schenck, Bessie C.....	South 8th St....	Assistant	198 North Seventh st.
Schenck, Ethel	Lafayette St....	Kind'g Direct.	446 Ellison st., Pats'n.
Schenck, Hattie O.....	High	Assistant	242 Clifton ave.
Schenck, Sarah H.....	18th Ave.....	Assistant	244 Belleville ave.
Schieck, Carrie D.....	15th Ave.....	Assistant	94 State st.
Schlesinger, Dorothy....	Monmouth St...	Kind'g Asst.	162 Quitman st.
Schmidt, Karl G.....	Charlton St....	H'd Assistant.	19 Farley ave.
Schmidt, Mabel W.....	Summer Ave...	Kind'g Assist	171 Lincoln ave.
Schoonmaker, Stella	Central Ave. G.	H'd Assistant	128 Elizabeth ave.
Schulte, Otto H.....	Morton St.....	Principal	154 Ward pl., S. O.
Schwartz, Jennie A.....	Central Ave.....	Assistant	38 Sussex ave.
Schwitzgable, Amelia	Charlton St....	Assistant	48 Farley ave.
Seidl, Bertha	Camden St.....	Assistant	413 South Eighth st.
Seidler, Louise G.....	Lafayette St....	Assistant	82 Pacific st.
Seitz, Lillian V.....	14th Ave.....	Kind'g Asst..	246 South Seventh st.
Sexton, E. K.....	Central Ave.....	Principal	103 South Eleventh st.
Seyfried, Sophie E. von...	Morton St.....	Clerk	79 Hillside ave.
Shaffer, Charles Grant...	Elliot St.....	Principal	18 Hedden ter.
Shaffer, Walter W.....	Camden St.....	Principal	656 Parker st.
Shea, Katherine E.....	South 16th St.	Assistant	14 Pine st.
Shepard, Clara A.....	High	Assistant	46 Prospect st., E. O.
Shepard, Edwin	Avon Ave.....	Principal	25 Osborne ter.
Sheridan, Edith M.....	Alexander St...	Assistant	147 Hollyw'd av., E. O
Sherk, Daisy	18th Ave.....	Assistant	25 Lemon st.
Sherman, Angerona M...	13th Ave.....	Clerk	159 Littleton ave.
Sherman, Fanny I.....	Chestnut St....	Assistant	1076 Broad st.
Sherwood, Florence D...	7th Ave.....	Assistant	153 Hillside ave.
Shields, Mrs. Katherine C.	Hamburg Pl....	Assistant	137 Milford ave.
Shipman, Lillian M.....	Sussex Ave.....	Kind'g Asst.	132 Hollyw'd av., E. O.
Simpson, Amy	Franklin	1st Assistant.	42 Mt. Pleasant ave.
Sinclair, Bessie B.....	Elliot St.....	Assistant	62 Taylor st.
Sinnott, Teresa M.....	Ann St.....	Assistant	130 New York ave.
Skeel, Harriet E.....	Bergen St.....	Assistant	34 Homestead park.
Skidmore, Theodora	High	Assistant	251 Parker st.
Skinner, Helena M.....	Commerce St...	Kind'g Direct.	402 Plane st.
Skinner, M. Adaline....	South 10th St...	Assistant	205 Walnut st.
Slack, Jeannette B.....	7th Ave.....	Assistant	413 Summer ave.
Sloan, Mrs. Grace R.....	Charlton St....	Assistant	29 Vanderpool st.
Slocum, Chas. W.....	Teacher of Writ'g	Special	14 Burnet st., E. O.
Smashey, Gertrude W....	Wickliffe St....	Assistant	248 Littleton ave.
Smith, Agnes H.....	South 10th St...	Assistant	182 Badger ave.
Smith, Mrs. Alyda J.....	Charlton St....	Assistant	53 Crawford st.
Smith, Mrs. C. L. D.....	So. 10th St. G...	V. Principal..	144 Monmouth st.
Smith, Elizabeth	Hawthorne Ave.	Assistant	80 Rutgers st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Smith, Elsie E.....	Summer Pl.....	Kind'g Direct.	220 Clifton ave.
Smith, Emma J.....	Chestnut St. G....	V. Principal..	55 Emmet st.
Smith, Mrs. Fannie W...	Newton St. G....	V. Principal..	60 Ninth ave.
Smith, Frances E.....	Avon Ave.....	Assistant ...	32 Locust av., Arl'gt'n
Smith, H. Isabel.....	Franklin	Assistant	289 Broad st.
Smith, Ida E.....	William St.....	V. Principal..	107 Thirteenth ave.
Smith, Ida M.....	Normal & Train'g	Mod'l & Critic	334 High st.
Smith, Josephine M.....	Franklin	Assistant	165 Fourth ave.
Smith, Kathryn L.....	15th Ave.....	Kind'g Asst..	337 Park ave.
Smith, Laetitia B.....	15th Ave.....	Assistant	259 Jelliff ave.
Smith, Leona C.....	Chestnut St.....	Assistant	579 Hawthorne ave.
Smith, Margaret H....	Hawthorne Ave	Assistant ...	1104 Broad st.
Smith, Martha E.....	Abington Ave...	V. Principal..	60 North Ninth st.
Smith, Miriam A.....	High	Assistant	378 High st.
Snodgrass, Gertrude ...	High	Assistant	193 Roseville ave.
Snyder, Mary A.....	South St.....	Assistant	176 Holmes st., Bellv.
Solliday, Ida M.....	Charlton St.....	Assistant	264 North Sixth st.
Sommer, Etta M.....	South 16th St...	Assistant	736 Clinton ave.
Sondheim, Ray	Washington St..	Assistant	273 Clinton ave.
Sondheim, Sophie	South 10th St...	Assistant	273 Clinton ave.
Sonn, Elizabeth H.....	Franklin	Assistant	278 Parker st.
Sonn, Lydia K.....	Manual Training	Special	282 Parker st.
Spaeth, J. Belle	Abington Ave...	Kind'g Direct.	29 Orleans st.
Spann, Carrie	Bruce St.....	H'd Assistant.	317 Morris ave.
Spann, Sophia	Newton St.....	Assistant	317 Morris ave.
Spawn, Mrs. Sophie.....	Newton St.....	Assistant	61 Wallace st.
Speer, Agnes C.....	Morton St.....	Assistant	84 Van Ness pl.
Speer, Matilda J.....	18th Ave.....	1st Assistant.	84 Van Ness pl.
Spencer, Mary B.....	18th Ave.....	Assistant	51 Chester ave.
Squire, M. Irene.....	Newton St.....	Assistant	26 Nelson pl.
Stansbury, Josephine A..	Avon Ave.....	Kind'g Direct.	14 Marshall st.
Stansbury, Mrs. Lydia D.	Ann St.....	Assistant	617 So. Seventeenth st.
Starr, Irene E.....	South Market St.	Assistant	115 Harris'n st., Blmfd
Stearns, Wayland E.....	High	Principal	63 Lincoln ave.
Stephens, Carrie V.....	Superv. Teacher of Sewing.	Special ...	9 Irving pl., Summit.
Stevens, Mabel L.....	Bergen St.....	Assistant ...	536 Warren st.
Stevens, M. Leonora	Camden St.....	Assistant	410 Plane st.
Stewart, Mrs. Annie L....	Warren St.....	Assistant	153½ Third st.
Stickney, M. Ada	Morton St.....	Assistant	140 Wickliffe st.
Stiles, Ida M.....	Oliver St.....	Assistant	179 New York ave.
Stohr, Nathalie L.....	North 7th St...	Kind'g Asst..	25 Hillside av., Gl.Rdg.
Stone, George W.....	High	Assistant	153 Delavan ave.
Stonesifer, Charles F....	High	Man'l Train'g	278 Sixth ave.
Storch, Martha M.....	Monmouth St...	Assistant	131 Monmouth st.
Stringer, Elizabeth M....	Washington St..	Assistant	51 Avon ave.
Struble, Eva E.....	Drawing Superv.	Special	4 Gouverneur st.
Sturgis, Emma M.....	7th Ave.....	V. Principal..	79 Burnet st.
Sullivan, Irene B.....	18th Ave.....	Assistant	182 Badger ave.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Sutton, Annie S.....	James St. Indus	Assistant.....	29 Lombardy st.
Swain, Mrs. Marie F.....	Morton St.....	Assistant	121 Chadwick ave.
Sweasy, M. Augusta.....	Wickliffe St.....	V. Principal..	60 Ninth ave.
Swett, L. Ethel.....	High	Assistant	57 Ross'm'repl., Bell've
Sylvester, Susan E.....	7th Ave.....	Assistant	260½ No. Seventh st.
Symons, Evelyn S.....	Avon Ave.....	Assistant	9 Miller st.
Taft, Grace R.....	Walnut St.....	Assistant	76 Cottage st., J. C.
Tait, Agnes J.....	Hawkins St.....	Assistant	23 Willow st., Orange
Tansey, Sara E.....	Belmont Ave...	Assistant	72 Bleecker st.
Taylor, Arthur V.....	High	H'd Assistant	255 North Sixth st.
Taylor, Fannie	Livingston St...	Assistant	160 Summer ave.
Taylor, Florence	South 8th St...	Assistant	52 Roseville ave.
Taylor, Janette H.....	Alexander St...	Assistant	191 Day st., Orange.
Taylor, Laura M.....	Chestnut St...	Assistant	1133 Broad st.
Taylor, Mary A.....	Avon Ave.....	Assistant	207 Peshine ave.
Taylor, Sarah G. A.....	Morton St. G...	V. Principal..	34 Elizabeth ave.
Teeling, Regina C.....	Central Ave....	Assistant	140 Garside st.
Telfer, Elizabeth T.....	James St. Indus	V. Principal.	297 Garside st.
Telfer, James.....	High	Assistant ..	297 Garside st.
Tennyson, Mrs. Helen H.	Charlton St.....	Assistant	63 Sherman ave.
Terwilliger, Joseph L....	14th Ave.....	Principal	194 South Sixth st.
Thacher, C. S.....	High	Head of Math. } Dept. }	362 Clifton ave.
Thieleman, Sophia M....	Newton St.....	Clerk	41 Isabella ave.
Thomas, Emily B.....	Colored	Assistant	23 Orleans st.
Thompson, Alice M.....	North 7th St...	Assistant	334 Roseville ave.
Thompson, Emma	Summer Pl.....	Assistant	159 Mt. Prospect ave.
Thompson, Hattie	18th Ave.....	Assistant	250 Clinton ave.
Thompson, Marion	15th Ave.....	Assistant	377 Clinton ave.
Thompson, Nellie	Morton St.....	Assistant	684 Hunterdon st.
Thompson, Nellie B.....	Washington St...	1st Assistant.	250 Clinton ave.
Thompson, Pearl E.....	Hawkins St...	Assistant ..	39 Lombardy st.
Thomson, Anna A.....	Monmouth St...	Assistant	329 Main st., Orange.
Thurber, Adeline T.....	Chestnut St...	Assistant	137 Milford ave.
Tidey, Laura E.....	Belmont Ave...	Assistant	691 Ridge st.
Tillard, Albertina G.....	Roseville Ave...	Assistant	72 N. 19th st., E. O.
Tillou, Alice	15th Ave	Kind'g Direct	Lyons Farms, N. J.
Titus, Ida M.....	North 7th St. P.	H'd Assistant	176 North Seventh st.
Titus, Lillian D.....	Sussex Ave....	Assistant	292 Park ave.
Tobey, Carrie E.....	Webster St. Tr'g.	Mod'l & Critic	207 Summer ave.
Todd, Marguerite B.....	Manual Training	Special	Orange. N. J.
Tompkins, Mrs. Anna M.	15th Ave.....	Assistant	246 Clifton ave.
Tompkins, Nanna M....	Hamburg Pl...	Assistant	67 No. Eleventh st.
Tonkin, Helene A.....	Oliver St.....	Assistant	75 North Eleventh st.
Topping, May L.....	Charlton St.....	Kind'g Asst..	720 DeGraw ave.
Townley, Edna A.....	Camden St....	Assistant ...	36 Emmet st.
Townley, Elizabeth M...	Charlton St.....	Assistant	36 Emmet st.
Townley, Flora D.....	Miller St.....	Kind'g Direct.	116 Pennsylvania ave.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Travis, Anna N.....	Alexander St....	Assistant	234 Centre st., Or'ge.
Triess, Elmer W.....	High	Assistant	147 Clifton ave.
Tucker, Florence L.....	Washington St..	Kind'g Asst..	144 Elm st., Rahway.
Tucker, Hoyt H.....	Lawrence St....	Principal	413 Richm'd av., S. O.
Tunis, Ethel M.....	Elliot St.....	Assistant	530 Summer ave.
Turton, O. Mabel.....	Hawkins St.....	Kind'g Asst..	885 So. Fourteenth st
Tuthill, Julia E.....	South St.....	Assistant ...	Wickham House, Nut.
Utter, Addie L.....	Camden St.....	Assistant	112 Green st.
Utter, Ella D.....	South Market St.	Assistant	112 Green st.
Van Buskirk, Margaret R.	7th Ave.....	Assistant	93 Delavan ave.
Vanderpool, Adela E.....	South 8th St....	Assistant	372 So. Nineteenth st
Van Deusen, Mary E.....	7th Ave.....	Assistant	32 Mt. Pleasant ave.
Van Dorn, Carolyne.....	Avon Ave.....	Assistant	58 Wright st.
Van Duyne, Alice E.....	Summer Ave....	Assistant	246 Summer ave.
Van Duyne, Antoinette...	13th Ave.....	Assistant	159 Littleton ave.
Van Duyne, Mabel.....	Elliot St.....	Kind'g Direct	246 Summer ave.
Van Esselstine, Ida M...	Manual Training	Special.....	101 Eighth ave.
Van Hest, Sadie L.....	Peshine Ave....	Assistant	121 Washington st.
Van Houten, Lizzie L....	Monmouth St...	Assistant	84 Avon ave.
Van Ness, E. May.....	Newton St.....	Assistant	20 Elizabeth ave.
Van Nest, Harriet E.....	Hamburg Pl....	Assistant	220 Garside st.
Van Steenburgh, Susan...	Monmouth St...	H'd Assistant	70 Broad st.
Van Syckel, Rachel.....	13th Ave.....	1st Assistant.	2 Myrtle ave.
Vincent, Elizabeth W....	Central Ave....	Assistant	95 Halsey st.
Voegelin, Carl O.....	High	Assistant	84 North Ninth st.
Vogel, Charlotte A.....	Ann St.....	Assistant	46 Lafayette st.
Voget, Arnold	South 10th St..	Principal	336 Waverly ave.
Volker, Laura	Sussex Ave....	Assistant	292 North Seventh st.
Vreeland, Mrs. Agnes A...	Cooking	Special	54 So. Seventh st.
Vreeland, Helen A.....	Central Ave....	Assistant	54 So. Seventh st.
Wade, Mrs. Annie H.....	Lawrence St....	Assistant	132 Congress st.
Waggoner, Jessica M....	Alexander St...	Assistant	20 So. Walnut st., E.O.
Waite, Mary G.....	South St.....	Kind'g Direct	28 Homestead park.
Wall, Ellena V.....	14th Ave.....	Assistant ...	413 Summer ave.
Wallace, Ethel	Bergen St. Annex	Assistant	110 Second st., S. O.
Wallace, Helen.....	Alexander St...	Assistant ...	110 Second st., S. O.
Walsh, Anna E.....	Washington St.	Assistant ...	153 Washington st.
Walsh, Margaret L.....	Lafayette St....	Assistant	328 Belleville ave.
Walters, Mrs. Mary A...	Franklin	Assistant	Montclair Hghts., N.J.
Ward, Elizabeth L.....	13th Ave.....	Assistant	111 Plane st.
Ward, Helen M.....	Charlton St....	Kind'g Asst..	6A Milford ave.
Ward, Norma F.....	Franklin	Assistant	111 Plane st.
Warden, Randall D.....	Dir. Phys. Tr'g..	Special	51 Washington ave.
Warren, Alice L.....	Miller St.....	Assistant	64 Emmet st.
Warrender, J. Isabelle...	Bergen St.....	Clerk	65 Howard st.
Watson, Ella M.....	Newton St.....	Kind'g Asst..	133 Clifton ave.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Watson, Ida I.....	Elliot St.....	1st Assistant.	266 Parker st.
Watson, Jane L.....	Prospect Ave....	V. Principal..	266 Parker st.
Webb, Martha L.....	18th Ave.....	Assistant	54 Seymour ave.
Weick, Carrie R.....	Bruce St.....	Assistant	114 Wickliffe st.
Weis, Louise	Franklin	Assistant	236 Clifton ave.
Weishaupt, Lotte A.....	Hawkins St....	Assistant	27 South Twelfth st.
Weishaupt, Nella F....	North 7th St....	Assistant	27 South Twelfth st.
Welch, Katherine A.....	Oliver St.....	Assistant	630 Hunterdon st.
Welcher, Carrie May....	Ann St.....	Assistant	246 Walnut st.
Wells, Ruth V.....	South St.....	Assistant	24 Whittles'y av., E.O.
Welsh, Myrtle M.....	13th Ave.....	Assistant ...	40 Ninth ave.
Wenzel, Emma L.....	Lafayette St....	Kind'g Asst..	136 Prospect st.
West, Bertha W.....	Charlton St....	Assistant	83 North Eleventh st.
West, Claude L.....	Newton St.....	Principal	254 Broad st.
Westervelt, Isabella G....	Lafayette St....	Assistant	227 Hamilton st., R'h'y
Westervelt, Mabel H....	Waverly Ave....	Assistant	86 South Eighth st.
Westwood, Louise	Supvr. of Music.	Special	40 Eighth ave.
Wettlin, Emma L.....	Normal & Train'g	Mod'l & Critic	80 Broad st.
Whalen, Ida L.....	Livingston St....	Assistant	207 Peshine ave.
Whipple, Mary E.....	Franklin	Assistant	17 Taylor st.
Whittemore, Mrs. Addie B.	Chestnut St....	Assistant	17 Pennington st.
Whyte, Alice T.....	Normal & Train'g	{ Teach'r of Theory.	472 W. 147th st., N. Y. City.
Widmer, M. Evelyn.....	Charlton St....	Assistant	21 Hillside ave.
Wiener, Florence M....	Monmouth St....	Assistant	368 Washington st.
Wiener, Irene	14th Ave.....	Assistant	368 Washington st.
Wiener, Rosalind	Chestnut St....	Assistant	368 Washington st.
Wiener, William	High	{ Head Phys. Science Dept.	{ 62½ Nelson pl.
Wilding, Florence C.....	Hamburg Pl.....	1st Assistant.	219 Market st., Pat's'n
Wilkins, Edna G.....	Ridge St.....	Kind'g Asst..	90 Broad st.
Williams, Bessie F.....	Newton St.....	Assistant ..	48 North Sixteenth st.
Williams, Ella E.....	Hamburg Pl....	Assistant	319 St. Mk's pl W. O.
Williams, Emma R.....	Roseville Ave...	Assistant	38 Warren pl.
Williams, Jessamine A...	Charlton St....	Kind'g Asst..	56 Elizabeth ave.
Williams, Marion	Hawkins St....	Assistant	Eagle Rock rd., W.O.
Williams, Mary C.....	18th Ave.....	Kind'g Asst..	48 No. 16th st., E. O.
Williams, Minnie W....	Miller St.....	Assistant	73 West Kinney st.
Willis, Jennie V.....	South St.....	H'd Assistant	1076 Broad st.
Willis, Jessie T.....	Lafayette St....	Assistant	170 Lafayette st.
Willis, Sara H.....	Elliot St.....	Assistant	706 Clifton ave.
Willis, W. Spader.....	Normal & Train'g	Principal	459 High st.
Willoughby, Mabel A....	Waverly Ave....	Assistant	199 N. Grove st., E. O.
Wilson, Helen E.....	South St.....	Clerk	91 W. Kinney st.
Wilson, J. Alfred.....	Elizabeth Ave..	Principal ...	49 Mapes ave.
Wilson, Katherine C....	Elliot St.....	Assistant	48 Lincoln ave.
Wilson, Susie M.....	Livingston St....	Assistant	431 Belmont ave.
Winans, Bess O.....	Ann St.....	Assistant	116 Lincoln ave.
Winans, Ella M.....	Chestnut St....	Assistant	103 Montclair ave.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Wirth, Celia	Lafayette St.....	Assistant	154 Belmont ave.
Wolf, Emma	Burnet St.....	1st Assistant.	23 Court st.
Wolf, Emma	Livingston St...	V. Principal.	187 Seymour ave.
Wolf, Fanny	Bergen St. Annex	H'd Assistant	187 Seymour ave.
Wolf, Julia	Avon Ave.....	H'd Assistant	187 Seymour ave.
Wood, Clara A.....	Lafayette St.....	Assistant	225 Littleton ave.
Wood, Elizabeth M.....	South 8th St....	Assistant	344 South Eleventh st.
Wood, Mrs. M. Ella.....	Lawrence St.....	Assistant	137 Wakeman ave.
Woods, Anna L.....	Oliver St.....	Assistant	246 Pacific ave., J. C.
Woodward, Emma F.....	Morton St.....	Assistant	27 Gillette pl.
Woolever, Jane	Newton St.....	Assistant	55 James st.
Woolley, Jane	Bruce St.....	Assistant	11 Hawth'e Ave. E. O.
Wright, Jennie R.....	Elizabeth Ave...	Assistant	120 Orchard st.
Wright, Jessie M.....	Camden St.....	Assistant	27 Wakeman ave.
Wright, May F.....	South 10th St...	Assistant	26 Hill st.
Wyckoff, Elizabeth	North 7th St. G.	V. Principal..	252 Fourth st.
Wyckoff, Josephine	Franklin	Assistant	30 Lincoln ave.
Wylie, Elizabeth H.....	Monmouth St...	1st Assistant.	229 North Sixth st.
Wylie, Mary T.....	Roseville Ave...	Assistant	229 North Sixth st.
Yablonsky, Sarah.....	Monmouth St...	Assistant ...	81 Waverly ave.
Yeckley, M. Gertrude.....	Belmont Ave...	Assistant ...	21 Park st.
York, Flora	Normal & Train'g	{ Teach'r of } { Theory. }	161 Milford ave.
Zahn, Clara	Summer Pl.....	Principal	53 South st.
Zehnder, Rena A.....	Charlton St.....	Assistant	180 Fairmount ave.
Zimmerman, Louise . . .	Hamburg Pl....	Assistant	23 Bremen st.
Zimmerman, Mabel L.....	South 16th St...	Assistant	881 So. Fifteenth st.

SCHEDULE OF TEACHERS' SALARIES.

REVISED JANUARY 1, 1906.

NORMAL AND TRAINING.

GRADE.	Tem- porary	PERMANENT.						
		1st Yr.	2d Yr.	3d Yr.	4th Yr.	5th Yr.	6th Yr.	Max.
Principal-----	\$3,000	\$3,100	\$3,200	-----	-----	-----	-----	\$3,300
General Assistant-----	1,500	1,600	1,700	-----	-----	-----	-----	1,800
Teachers of Theory-----	1,100	1,200	1,300	\$1,400	-----	-----	-----	1,500
Model and Critic Teachers-----	900	1,000	1,100	1,200	-----	-----	-----	1,300
Clerk and Stenographer-----	-----	-----	-----	-----	-----	-----	-----	700

HIGH.

GRADE.	Tem- porary	PERMANENT.						
		1st Yr.	2d Yr.	3d Yr.	4th Yr.	5th Yr.	6th Yr.	Max.
Principal-----	-----	-----	-----	-----	-----	-----	-----	\$4,000
Head Assts. and Heads of	-----	-----	-----	-----	-----	-----	-----	-----
Depts.—Men-----	\$2,000	\$2,100	\$2,200	\$2,300	\$2,400	-----	-----	2,500
Women-----	1,300	1,400	1,500	1,600	1,700	-----	-----	1,800
Assistants-----	-----	-----	-----	-----	-----	-----	-----	-----
Men-----	1,400	1,500	1,600	1,800	2,000	\$2,100	-----	2,200
Women-----	900	1,000	1,100	1,200	1,300	1,400	-----	1,500
Manual Training—Men-----	1,200	1,300	1,400	1,500	-----	-----	-----	1,600
Librarian-----	-----	-----	-----	-----	-----	-----	-----	1,000
Secretary to Principal-----	-----	-----	-----	-----	-----	-----	-----	1,200

GRAMMAR AND PRIMARY SCHOOLS.

GRADE.	Tem- porary	PERMANENT.						
		1st Yr.	2d Yr.	3d Yr.	4th Yr.	5th Yr.	6th Yr.	Max.
Principals—Men-----	-----	-----	-----	-----	-----	-----	-----	-----
More than 14 classes-----	\$1,800	\$1,900	\$2,000	\$2,100	\$2,200	\$2,300	\$2,400	\$2,500
Less than 15 classes-----	1,500	1,600	1,700	1,800	-----	-----	-----	1,900
Principals—Women-----	1,000	1,100	1,200	1,300	1,400	-----	-----	1,500
Principal—Industrial-----	-----	-----	-----	-----	-----	-----	-----	1,000
Principal—Colored-----	-----	-----	-----	-----	-----	-----	-----	1,600
Vice Principals-----	-----	-----	-----	-----	-----	-----	-----	-----
Grammar-----	1,000	1,100	1,200	-----	-----	-----	-----	1,300
Primary-----	850	900	1,000	1,050	-----	-----	-----	1,100
Head Assistants-----	-----	-----	-----	-----	-----	-----	-----	-----
Grammar-----	800	850	900	950	-----	-----	-----	1,000
Primary-----	800	850	900	-----	-----	-----	-----	950
First Assistants-----	-----	-----	-----	-----	-----	-----	-----	-----
Grammar-----	800	850	900	-----	-----	-----	-----	950
Assistants-----	520	600	650	700	750	800	850	900
Kindergarten-----	-----	-----	-----	-----	-----	-----	-----	-----
Directresses-----	520	600	650	700	750	800	850	900
Assistants-----	520	600	650	700	750	800	-----	850
Manual Training-----	-----	-----	-----	-----	-----	-----	-----	-----
Men-----	900	1,000	1,100	1,200	-----	-----	-----	1,300
Women-----	800	900	950	1,000	-----	-----	-----	1,100
Head Teacher—Ung. School-----	1,200	1,300	-----	-----	-----	-----	-----	1,400
Clerks to Principals-----	520	600	650	700	-----	-----	-----	750

SCHEDULE OF TEACHERS' SALARIES—CONT'D.

SUPERVISORS AND DIRECTORS.

SUPERVISORS.	Tem- porary	PERMANENT.						
		1st Yr.	2d Yr.	3d Yr.	4th Yr.	5th Yr.	6th Yr.	Max.
General	-----	-----	-----	-----	-----	-----	-----	\$2,000
Manual Training	2,300	2,400	-----	-----	-----	-----	-----	2,500
Physical Training	1,800	1,900	-----	-----	-----	-----	-----	2,000
Penmanship	1,500	1,600	1,700	1,800	1,900	-----	-----	2,000
Music	1,500	1,600	1,700	-----	-----	-----	-----	1,800
Drawing	1,500	1,600	1,700	-----	-----	-----	-----	1,800
Sewing	1,200	-----	-----	-----	-----	-----	-----	1,300
Assistant Supervisors—	-----	-----	-----	-----	-----	-----	-----	-----
Music	1,000	1,100	-----	-----	-----	-----	-----	1,200
Drawing	1,000	1,100	-----	-----	-----	-----	-----	1,200
Sewing	-----	-----	-----	-----	-----	-----	-----	1,000

EVENING SCHOOLS.

ELEMENTARY SCHOOLS.

Principal	\$4.00 per evening
Assistants	3.00 " "

HIGH SCHOOLS.

Principal	\$5.00 per evening
Assistants	4.00 " "

DRAWING SCHOOL.

Principal	\$1,500.00 per year
First Assistants	4.00 per evening
Assistants	\$3.00 and \$3.50 " "

SPECIAL.

Manual Training	\$3.00 and \$3.50 per evening
Cooking	3.00 " "
Sewing	3.00 " "
Stenography	4.00 " "
Drawing	3.00 " "

SUBSTITUTES.

High School—for male teacher	\$4.00 per day
High School—for female teacher	2.50 “ “
Grammar and Primary Departments	\$2.00 and \$3.00 “ “
Evening High School	Salary of regular teacher
Evening School	Salary of regular teacher

1. First Assistants, teaching classes of the highest grade, shall receive \$150 additional per year while teaching such grade.

2. All teachers must serve one year as temporary teacher, upon the completion of which, if satisfactory, they shall enter upon the first year of the permanent grade.

3. All increases of salary under this schedule shall be based upon merit and efficiency, to be ascertained so far as practicable from the official records of the Board of Education. Such increases shall be recommended by the Superintendent and approved by the appropriate Committee.

4. Teachers absent from duty on account of furlough or other excused absence for a period in the aggregate not longer than two months in any one year, shall not suffer thereby any loss of time in reaching the next higher salary grade.

5. No special salary now paid shall be reduced by reason of this schedule.

PART IV.

SCHOOL BOOKS, MAPS, ETC.

SCHOOL BOOKS, MAPS, ETC.

PRIMARY AND GRAMMAR SCHOOLS.

READING AND HISTORY.

FIRST GRADE.

Literature—Stories for Children, Lane; Fairy Tale and Fable, Thompson; Old-Time Stories, Smythe; Child's Garden of Verses; Folk Lore Stories and Proverbs, Wiltse; The Riverside Primer and Reader; Three Years with the Poets (also 2d and 3d grades); Six Nursery Classics (also 2d grade); Tales of Mother Goose (also 2d grade); Graded Poetry, First Year.

Nature—Bow-Wow and Mew-Mew, Craik; Nature's Byways, Ford; The Plant Baby and Its Friends, Brown.

Miscellaneous—The Child's Primer, Cyr; The Children's First Reader, Cyr; The Baldwin Primer; School Reading, First Year, Baldwin; Our Home and School Reader, Book I, Taylor; New Era Reader, No. 1; Our Little Book for Little Folks, Crosby; The Finch Primer; The Finch First Reader; Beginner's Reader, No. 1, Collard; The Beginner's Reader, Bass; Stepping Stones to Literature, No. 1, Arnold and Gilbert; New Education Reader, No. 1; New Education Reader, No. 2; Perception Cards, No. 1; Perception Cards, No. 2; Morse Reader, No. 1.

SECOND GRADE.

Literature—Heart of Oak Books, Vol. I, Norton; Fairy Stories and Fables, Baldwin; Rhymes and Fables, Haaren; Fables and Folk Stories, Scudder; The Story Reader, Logie & Uecke; Classic Stories; Fairy Tales, Shaw; Grimm's Fairy Tales, Part 1, Wiltse; Grimm's Fairy Tales, Part 2, Wiltse; Robinson Crusoe, Defoe (P. S. P. Co.); True Fairy

Stories, Blakewell; Book of Nature Myths, Holbrook; Tales from Wonderland, Baumbach; Pinocchio; Three Years with the Poets (also 1st and 3d grades); Verse and Prose for Beginners; Nursery Rhymes (also 1st grade); Hiawatha Primer, Holbrook; Classic Myths; Grimm's Fairy Tales (Pocket Series); Graded Poetry, Second Year.

Nature—All the Year Round, Parts 1, 2, and 3, Strong; Plant Life, Bass; Animal Life, Bass; Sea Side and Way Side, Vol. 1, Wright; Cats and Dogs, Johonnot; From September to June, Warren; Introduction to Leaves from Nature's Story Book, Kelly; Among the Meadow People, Pierson.

Geography—Around the World, First Book, Carroll; The World and Its People, Book I, Dutton; Big People and Little People of Other Lands, Shaw.

History—Stories of Great Inventors, Macomber; Docas, The Indian Boy; Children of the Cliff; Tree Dwellers.

Miscellaneous—The Children's Second Reader, Cyr; School Reading, Second Year, Baldwin; New Era Reader, No. 2; Beginner's Reader, No. 2, Collard; Stepping Stones to Literature, No. 2; New Education Reader, No. 3; New Education Reader, No. 4; Perception Cards, No. 3; Morse Reader, No. 2; Second Year Language Reader, Baker, Carpenter, and Owen; The Childhood of Ji-shib.

THIRD GRADE.

Literature—Fifty Famous Stories Retold, Baldwin; Songs and Stories, Haaren; Fairy Life, Haaren; Heart of Oak Books, Vol. 2, Norton; Old Stories of the East, Baldwin; Andersen's Fairy Tales, First Series; Andersen's Fairy Tales, Second Series; Nature, Myth and Story, Book 3; Sir Bevis, Jeffries; Book of Tales, Swinton; A Boy on a Farm; Book of Legends; Sophie; Three Years with the Poets (also 1st and 2d grades); German Household Tales; Stories from Arabian Nights (Riverside); Stories from Hans Andersen (Riverside); Eyes and No Eyes; Goody

Two Shoes; Waste Not, Want Not; Graded Poetry, Third Year; Thirty More Famous Stories Retold, Baldwin.

Nature—Sea Side and Way Side, No. 2, Wright; Feathers and Furs, Johonnot; My Saturday Bird Class, Miller; Bird Life Stories, Weed; Crib and Fly; Story of a Donkey; The History of the Robins.

Geography—Seven Little Sisters, Andrews; Each and All, Andrews; The World and Its People, Book II, Duntton; Around the World, Book 2, Carroll; Aunt Martha's Corner Cupboard, Kirby; Geographical Reader, First Book, King.

History—Stories of Old Greece, Firth; The Far East and Far West Red Children, Pratt; Stories of Great Americans for Little Americans, Eggleston; Four Old Greeks; Viking Tales; Early Cave Men; Lodrix, the Little Lake Dweller.

Miscellaneous—The Children's Third Reader, Cyr; School Reading, Third Year, Baldwin; New Era Reader, No. 3; Morse Reader, No. 3; Twilight Stories, Foulke; Braided Straws, Foulke; Stepping Stones to Literature, No. 3; Stories of Great Artists (also 4th grade), Horne and Scobey; The Wonderful Chair.

FOURTH GRADE.

Literature—Arabian Nights, Aladdin; Fanciful Tales, Stockton; Heart of Oak Books, Vol. 3, Norton; Aesop's Fables, Stickney; Ballads and Tales (also 5th grade), Haaren; Fairy Tales, Rolfe; Asgard Stories; Alice's Adventures in Wonderland; Child Life in Poetry and Prose; Little Lame Prince; Wonder Book; Gulliver's Voyage (also 5th grade); Tales from Munchausen (also 5th grade); Story of a Short Life (also 5th grade); The Rose and the Ring (also 5th grade); Three Fairy Stories; Graded Poetry, Fourth Year.

Nature—Stories Mother Nature Told, Andrews; Sea Side and Way Side, No. 3, Wright; Stories of My Four Friends, Andrews.

Geography—Around the World, Book 3, Carroll; The World and Its People, Book III, Smith; The World and Its People, Book IV, Coe; North America (also 6th grade), Carpenter; On the Farm, Parker; Geographical Reader, Second Book, King.

History—Four Great Americans (also 5th grade), Baldwin; Indians and Pioneers, Hazard; First Steps in the History of Our Country (also 5th grade), Mowry; Ten Boys (also 5th grade), Andrews; Stories of Pioneer Life, Bass; Discoveries and Explorers (also 5th grade), Shaw; Stories of American Life and Adventure, Eggleston; Beginner's American History (also 5th grade), Montgomery; Short Stories from American History; Four American Patriots (also 5th grade), Burton.

Miscellaneous—The Children's Fourth Reader, Cyr; School Reading, Fourth Year, Baldwin; New Era Reader, No. 4; Stepping Stones to Literature, No. 4; Morse Reader, No. 4; Stories of Great Artists (also 3rd grade), Horne and Scobey; In the Region of the Coyote, Chandler.

FIFTH GRADE.

Literature—Ballads and Tales (also 4th grade), Haaren; Kingsley's Water Babies, Stickney; Children's Stories of American Literature, Wright; Jackanapes; King Arthur and His Knights; King of the Golden River; Tanglewood Tales; Children's Hour; Heroes of Chivalry; Daffydown-dilly; Gulliver's Voyage (also 4th grade); Ulysses Among the Phæacians; Story of the Odyssey, Church; Adventures of Ulysses; Gulliver's Travels; Story of a Short Life (also 4th grade); Tales from Munchausen (also 4th grade); The Rose and the Ring (also 4th grade); Graded Poetry, Fifth Year; Moni, the Goat Boy.

Nature—Plants and Their Children, Dana; Long's Wood Folk Stories (also 6th grade):—Secrets of the Woods, Wilderness Ways, Ways of Wood Folk, Wood Folk at School, Little Brother to the Bear; Black Beauty.

Geography—The World and Its People, Book V (also 6th grade), Coe; South America (also 6th grade), Carpenter; Asia (also 7th grade), Carpenter; Africa, (also 7th grade), Carpenter; Geographical Reader, Third Book, King; Uncle Robert's Visit, Parker; Europe (also 6th grade), Carpenter; Australia and Our Colonies (also 7th grade), Carpenter; Child Life in Japan; The World and Its People, Book VI (also 7th grade).

History—Four Great Americans (also 4th grade), Baldwin; The Colonies, Dutton; The Story of the Greeks, Guerber; The Story of the Romans, Guerber; First Steps in the History of Our Country (also 4th grade), Mowry; Beginner's American History, Montgomery; Ten Boys (also 4th grade), Andrews; Discoverers and Explorers (also 4th grade), Shaw; Young Citizen, Dole; Stories of the Ancient Greeks, Shaw; Hero Stories from American History; Four American Patriots (also 4th grade), Burton.

Miscellaneous—School Reading, Fifth Year, Baldwin; New Era Reader, No. 5; The Children's Fifth Reader, Cyr; Stepping Stones to Literature, No. 5; Morse Reader, No. 5.

SIXTH GRADE.

Literature—Kingsley's Greek Heroes, Tetlow; Robinson Crusoe, Defoe; Heart of Oak Books, Vol. 4, Norton; Christmas Carol; Christmas Stories; David Copperfield's Childhood; Grandfather's Chair; Grandmother's Story; Courtship of Miles Standish; Song of Hiawatha; Tales of the White Hills; Pilgrim's Progress; The Crofton Boys; Graded Poetry, Sixth Year.

Nature—Stories of Starland, Proctor; Rab and His Friends; Long's Wood Folk Stories (also 5th grade):—Secrets of the Woods, Wilderness Ways, Ways of Wood Folks, Wood Folk at Home, Little Brother to the Bear.

Geography—The World and Its People, Book V (also 5th grade), Coe; The World and Its People, Book IV (also

4th grade), Coe; North America (also 4th grade), Carpenter; South America (also 5th grade), Carpenter; Europe (also 5th grade), Carpenter; Geographical Reader, Fourth Book, King; The Frozen North.

History—Story of Our Country, Burton; Stories of the American Revolution, First Series (also 7th grade), Tomlinson; Stories of the American Revolution, Second Series (also 7th grade), Tomlinson; The Young American (also 7th grade), Judson; Story of the Thirteen Colonies, Guerber; The Story of American History, Blaisdell; Primary History of the United States, McMaster; An Elementary American History, Montgomery; Young Folk's History of the United States, Higginson; Story of the Great Republic, Guerber; Siege of Leyden.

Miscellaneous—School Reading, Sixth Year, Baldwin; Stepping Stones to Literature, No. 6.

SEVENTH GRADE.

Literature—Classics for Children:—Irving's Sketch Book, Seven American Classics, Swinton; Heart of Oak Books, Vol. 5, Norton; A-Hunting of the Deer; Evangeline; Paul Dombey; Rip Van Winkle; Washington's Rules of Conduct; Lincoln's Gettysburg Speech; Tom Brown's School Days; Graded Poetry, Seventh Year.

Nature—Birds and Bees.

Geography—The World and Its People, Book VI; The World and Its People, Book VII, Badlam; The World and Its People, Book VIII, Kellogg; The World and Its People, Book IX; Geographical Reader, Rupert; Geographical Reader, Fifth Book, King; Australia and Our Colonies, Carpenter; Europe (also 4th grade), Carpenter; Asia (also 5th grade), Carpenter; Africa (also 5th grade), Carpenter.

History—Stories of the American Revolution, First Series (also 6th grade), Tomlinson; Stories of the American Revolution, Second Series (also 6th grade), Tomlinson;

The Young American (also 6th grade), Judson; American History (also 8th grade), Montgomery; Stories of New Jersey, Stockton; Twelve Naval Captains, Seawell; History of the United States (also 8th grade), Fiske; History of the United States (also 8th grade), Mowry; History of the United States (also 8th grade), Gordy; United States History (also 8th grade), Eggleston; War of Independence; School History of the United States (also 8th grade), McMaster; Foster's Historical Chart.

Miscellaneous—School Reading, Seventh Year, Baldwin; Stories of Industry, Vol. I, Chase and Clow; Stories of Industry, Vol. II, Chase and Clow; Stepping Stones to Literature, No. 7.

EIGHTH GRADE.

Literature—Scott's Tales of a Grandfather; Scott's Lady of the Lake; Lamb's Tales from Shakespeare; Goldsmith's Traveler and Deserted Village; Lamb's Tales from Shakespeare's Tragedies, Rolfe; Lamb's Tales from Shakespeare's Comedies, Rolfe; Harold; Ivanhoe; Snow Bound; Vision of Sir Launfal; Burke's Speech on Conciliation; Two Years Before the Mast; Julius Caesar; Merchant of Venice; A Tale of Two Cities; Graded Poetry, Eighth Year.

History—United States History (also 7th grade), Eggleston; American History (also 7th grade), Montgomery; School History of the United States (also 7th grade), McMaster; History of the United States (also 7th grade), Fiske; History of the United States (also 7th grade), Mowry; History of the United States (also 7th grade), Gordy; English History for Americans, Higginson; Stories from English History, Creighton; Tales from English History, Rolfe; Tales from Scottish History, Rolfe; Scott's Tales of Chivalry, Rolfe; Sketches from British History, Powell; Short Stories from English History, Blaisdell; English History, Merrill; Stories from Herodotus, Church; American Citizen, Dole; England's Story, Tappan; A School History of England, Niver.

Miscellaneous—School Reading, Eighth Year, Baldwin; Stepping Stones to Literature, No. 8.

Riverside Literature Series—all grades.

Home and School Classics—all grades.

Standard Literature Series—Fourth, Fifth, Sixth, Seventh and Eighth Grades.

FOR TEACHER'S USE.

In the Child's World, Poulsson; Nature in Verse, Lovejoy; Beacon Lights of Patriotism, Carrington; Introduction to American Literature, Matthews; Lessons with Plants, Bailey; Handbook of Nature Study, Lange; Nature Study in Elementary Schools, Wilson; Manual of Geography, Redway; Lessons in the New Geography, Trotter; The Aims of Literary Study, Corson; How to Tell Stories to Children, Bryant; The Problem of Elementary Composition, Spaulding; English History, Montgomery; History of England, Stone.

LANGUAGE.

The Mother Tongue, Parts I. and II.

Punctuation, O'Neill.

SPELLING.

Rational Spelling Book Nos. 1 and 2, Rice.

GEOGRAPHY.

Natural Elementary and Advanced Geographies; Geography of Commerce; W. & A. K. Johnston's Grand and Imperial Maps; Rand, McNally & Co.'s Maps; New Century Development Maps; Health's Outline Maps; J. L. Hammett Co.'s Maps; New Jersey School Map; Excelsior Map of Foreign Possessions; Philips' Comparative Series of School Room Maps; Peerless Series of School Maps; Blackboard

Map of United States; Laing Planetarium; Philips' School-room Map of the World; Blackboard Outline Map of North America; Blackboard Outline Map of United States; Blackboard Outline Map of New Jersey; Blackboard Outline Map of British Isles; Map of New York and Vicinity. Map of New York and Vicinity.

ARITHMETIC.

Walsh's Primary Arithmetic; Walsh's Grammar Arithmetic, Parts I and II; Atwood's Complete Graded Arithmetics; Milne's Elements of Arithmetic; Milne's Standard Arithmetic; Hornbrook's Primary and Grammar School Arithmetics.

ALGEBRA.

Milne's Elements of Algebra.

HISTORY.

Eggleston's United States History.

DRAWING.

Prang's Primary Manual, 1st year, 2nd year; Prang's Drawing Manuals for 3rd, 4th, 5th, 6th, 7th and 8th years. Prang's Text Books of Art Education, 1 to 8; Drawing Models, Modeling clay, Colored paper.

MUSIC.

Natural System of Music Readers; Songs for Little Children; Patti Hill's Song Book; Nursery Rhymes, Elliot; Gaynor Song Book; Silver Song Series; The Coda; Songs of the Nation; Land of Song, Books 1, 2 and 3; Songs of the Child World, No. 2; Knickerbocker Series of School Songs, I and II; The New Education First Reader; The Third Reader of the Novello Music Course; The Second Book of the Modern Music Series; Blackboard Outline Music Chart.

WRITING.

Gem Vertical Spelling Blanks, Nos. 1, 2, 3 and 4; Colonial Spelling Blanks, Single and Double Ruled.

BOOKKEEPING.

Meservey's Single Entry Bookkeeping; Eaton's Business Forms; Eaton's Exercise Manual; Sandy's American Accountant.

MISCELLANEOUS.

Webster's International and Collegiate Dictionaries; Smith's Primer of Physiology and Hygiene; The Human Body and Its Health; Bancroft's School Gymnastics, Free Hand; Bancroft's School Gymnastics, Light Apparatus; Gems of Wisdom; Morals and Manners; Stonerod's Gymnastic Stories and Plays; Bibles; American History Leaflets; Foster's Historical Chart; Occupation Material.

HIGH SCHOOL.

Mathematics—Wentworth's New School Algebra; Wentworth's Elementary Algebra; Robbins and Somerville's Exercises in Algebra; Tanner's Elementary Algebra; Estill's Numerical Problems in Plane Geometry with Metric and Logarithmic Tables; McCurdy's Exercise Book in Algebra; Crockett's Plane and Spherical Trigonometry with Tables; Wells New Higher Algebra; Wells Six-place Logarithmic Tables; King's Business Arithmetic; Wentworth's Plane Geometry; Wentworth's Solid Geometry.

Latin—Greenough and Kittredge's Virgil; Harkness' Grammar, new edition; Kelsey's Caesar; Gleason's A Term of Ovid; Collar & Daniell's First Latin Book; Kelsey's Cicero; Barss' Writing Latin; Pearson's Essentials of Latin.

Greek—Goodwin's Grammar; Goodwin's Xenophon Anabasis; White's First Greek Book, new edition; Seymour's Iliad, Books I.-VI. with vocabulary; Pearson's Greek Prose Composition.

German—Worman's First Book; Joynes-Meissner's German Grammar; Joynes' German Reader; Herman Boison's German Prose; Sheldon's German Reader; Brandt's German Reader; Stein's German Exercises; Lüben Auswahl II.; Kluge German Literature; German Texts (Heath); German Texts (A. B. C.); German Classical Texts; International Modern Language Series; Kayser and Monteser's Brief German Course.

French—Edgren's French Grammar; Super's Preparatory Reader; Fraser & Squair's Elementary French Grammar; Bowen's French Lyrics; Francois' Introductory French Prose; International Modern Language Series; Modern Language Texts (Heath); Modern Language Texts (A. B. C.); Bouvet's Exercise in French Syntax and Composition; Aubert, Litterature Francaise, Premiere Annee; Aubert, Litterature Francaise, Deuxieme Annee; Francois and Giroud Simple French; Duval and Williams, Le XVII, siecle.

English—Maxwell & Smith's Writings in English; The Lake English Classics; Pocket English Classics; Riverside Literature Series; Standard English Classics; Longman's English Classics; Baskerville & Sewell's English Grammar; Webster's English Composition and Literature; Pancoast's Introduction to English Literature; Pancoast's Standard English Poems; Carpenter and Brewster's Modern English Prose; The Temple School Shakespeare; Gateway Series of English Classics; Lamont's English Composition; Her-rick and Damon's Composition and Rhetoric; Buehler's Practical Exercises in English; Carpenter's Principles of English Grammar; Buehler's A Modern English Grammar; Hitchcock's A Practical Book of English Composition.

History—Coman & Kendall's History of England; Channing's Students' History of the United States; McLaughlin's History of the American Nation; Fiske's History of the United States; Myer's Eastern Nations and Greece; Hart's Epochs of American History; American

History Leaflets; Morey's Roman History; Ivanhoe Historical Note Book Series; Wrong's History of the British Nation; West's Modern History; Morey's Outlines of Greek History; Cheney's Short History of England; Thurston's Economics and Industrial History; Hart's Essentials in American History.

Natural Science—Dana's Geological Story; Williams' Chemistry; Bergen's Botany; Bergen's Key and Flora; Avery's School Physics; Newcombe's Elements of Astronomy; Manual of Experimental Physics; Kellogg's Elementary Zoology; Overton's Applied Physiology; Jegi's Human Physiology; Clark and Dennis' Laboratory Manual; Irish's Qualitative Analysis.

Music—Natural System of Music Readers; Corona Song Book.

Miscellaneous—Laughlin's Elements of Political Economy; Webster's International and Collegiate Dictionaries; Sandy's Bookkeeping; Bullock's Introduction to the Study of Economics; Kiepert's Classical Maps; Johnston's Classical Maps; Spruner-Bretschneider's Historical Wall Maps of Europe; Adams' Commercial Geography; New Commercial Law; Isaac Pitman's Shorthand Instructor; Talisman Historical Maps; Modern Business Penmanship; Isaac Pitman's Short Course in Shorthand; Moore's New Commercial Arithmetic; Gano's Commercial Law.

Drawing models; modeling clay; colored paper.

NORMAL SCHOOL.

First Book of Physical Geography; Lessons in Physical Geography; Elements of Botany; Animals (Jordan, Kellogg & Heath); First Lesson in Physical Science for Grammar Science; How to Make School Gardens; Pollard Manual of Synthetic Reading and Spelling; Teaching of Elementary Mathematics; Elements of General Method; Method of Recitation; Systematic Methodology; Essentials of Method; Briefer Course in Psychology; New Psychology;

Educational Reformers; School Management (Tompkins); Educational Creeds of the Nineteenth Century; Songs and Music of Froebel's Mother Play; Mottoes and Commentaries of Froebel's Mother Play.

SUPPLEMENTARY BOOKS FOR TEACHERS AND STUDENTS' USE.

First Book of Forestry; Blossom Hosts and Insect Guests; Nature Study and Life; How to Know the Wild Flowers; Report of Committee of Fifteen; Language Arts (Hinsdale); Psychology of Number; Manual of Pedagogics; Method in Education; Art of Teaching (White); Teaching of English; Introductions to Psychology; History of Education (Davidson); Educational Foundations (Harris); Source Book of History of Education; School Hygiene (Edward R. Shaw); Pedagogics of the Kindergarten; Education by Development; Age of Fable (Bulfinch); Age of Chivalry (Bulfinch); Norse Stories; Two Children of the Foothills; In Story Land; Story of Child Nature.

Music—Natural System of Music Readers.

EVENING SCHOOLS.

Weineck's Guide to English; A First Book in Business Method; Modern Illustrative Bookkeeping, Introductory Course; Vouchers; Business Forms and Blanks; First Book for Non-English Speaking People, and Language Lessons; Second Book for Non-English Speaking People; First Book in English for Foreigners.

PART V.

**RULES OF THE BOARD
REGULATIONS FOR THE GOVERNMENT
OF THE SCHOOLS.**

RULES

OF THE

BOARD OF EDUCATION.

ORGANIZATION.

1. The Board of Education shall meet on the second day of January of each year, or as soon thereafter as practicable, for the purpose of organization, at which time a President shall be elected for the ensuing year; but should no election take place at that meeting, said election shall be in order at any meeting convened thereafter.

MEETINGS.

2. Regular monthly meetings of the Board shall be held on the last Friday of each month. The hour of the meeting shall be at eight o'clock P. M., during the year. At the hour appointed the roll shall be called and the names of the members then present recorded by the Secretary. The names of other members shall be recorded as they may afterward appear. As soon as a quorum shall be present the Board shall proceed to business, and after the organization, no member shall retire without the permission of the Chair.

A quorum shall consist of a majority of the Commissioners of the Board, and no resolution or order shall be adopted unless with the consent of a like number; but a less number may adjourn from time to time.

Special meetings may be called by the President when he shall deem it expedient, and shall be called whenever requested in writing by five members.

DUTIES OF PRESIDENT.

3. The President, or in his absence, a President *pro tem.*, shall preside at the meetings of the Board, shall preserve order and decorum, may speak to points of order, and decide all questions of order, subject to an appeal to the Board on motion of any member, regularly seconded; and no other business shall be in order until the appeal shall have been decided. He may express his opinion on any subject under debate, but in such case he shall leave the chair and not resume it while the question is pending; but he may state facts, give his opinion on questions of order, or explain his vote without leaving his seat. He shall appoint all committees and be *ex-officio* a member of the same. He shall also be the executive officer of the Board, and as such sign contracts and leases, and perform such other duties as the Board may prescribe.

DUTIES OF VICE-PRESIDENT.

4. The Vice-President shall, in the absence of the President, or in the event of his inability to act, have the powers and perform the duties of the President.

DUTIES OF SECRETARY.

5. The Secretary shall give notice of all meetings of the Board, attend them and keep full minutes of the proceedings; notify the chairman of every special committee, stating the duties assigned and the names of his associates; keep a full account of all moneys received and expended, and a separate and detailed account with each school, and draw warrants for all payments ordered by the Board; prepare monthly a schedule of the names of the officers, teachers and janitors in the schools, and the amount of

salary due to each. He shall, under the direction and rules of the Board, and of the several committees, order all supplies for the schools and keep a duplicate of his orders, and have charge of the supplies in stock; he shall also have the custody of the records, books and papers of the Board. He shall keep his office open daily from 8:30 A. M. until 4:30 P. M. (excepting Saturdays, when the offices of the Board shall be closed at 12 M.), and perform such other duties as may be required by law or the board, and his compensation shall be as the Board may prescribe.

DUTIES OF ASSISTANT SECRETARY.

6. The Assistant Secretary shall assist the Secretary in the discharge of his duties. In the absence of the Secretary he shall perform the duties of that office and render such other services as the Board may require. His compensation shall be as the Board may prescribe.

DUTIES OF CITY SUPERINTENDENT.

7. The City Superintendent shall have supervision of the schools, and shall visit them regularly and as frequently as possible. He shall, with the Committee on Text Books and Educational Supplies, have the general direction and control of all examinations of pupils, and see that the regulations of the Board in relation to the schools are carried into effect. He shall receive the reports of the principals; keep full and accurate statistics of the schools in a suitable book or books; report to the Board monthly, the condition of the schools, with his suggestions thereon, and make the annual report to the Board required by law. He shall call and conduct, or cause to be conducted from time to time, such meetings of the teachers as he may deem advisable, or as the Board or any committee thereof may direct. He shall devote his whole time to the discharge of his official duties, and his compensation shall be such as the Board may prescribe.

DUTIES OF ASSISTANT CITY SUPERINTENDENT.

8. It shall be the duty of the Assistant City Superintendent to assist the City Superintendent in the supervision and direction of the schools of this city. He shall consult with the City Superintendent frequently regarding the work of the schools for the purpose of making suggestions and of receiving his instructions. He shall visit the schools for the purpose of observing the work of the principals and teachers and of giving them instructions and counsel. He shall report, as required, to the City Superintendent upon the work of the schools. In the absence of the Superintendent, he shall perform the duties of that office and render such other services as the Board may prescribe. His compensation shall be as the Board may prescribe.

DUTIES OF SUPERINTENDENT OF ERECTION AND REPAIRS.

9. The Superintendent of Erection and Repairs shall supervise the erection, heating and ventilation and repairs of school houses under the direction of the committees having charge of the same. He shall perform such other duties as the Board or the committees named may require. He shall also attend the meetings of the committees under whose direction he discharges the duties of his office, including the Committee on Finance, to explain bills coming under his supervision; report daily at the office of the Board and remain there when not elsewhere employed. His compensation shall be as the Board may prescribe.

STANDING COMMITTEES.

10. The Standing Committees for the year shall be as follows:

1. Committee on Finance, nine members.
2. Committee on School Houses, nine members.
3. Committee on Repairs, Heating and Sanitation, nine members.

4. Committee on Teachers, nine members.
5. Committee on Evening and Drawing Schools, nine members.
6. Committee on Text Books and Educational Supplies, nine members.
7. Committee on Furniture and General Supplies, nine members.
8. Committee on Permits, President, chairman of Committee on Teachers and the City Superintendent.

II. The COMMITTEE ON FINANCE shall have general charge and supervision of all the financial affairs of the Board; they shall present to the Board, annually, at the time prescribed by law, an estimate of the amount of money required for the support of the public schools during the year, specifying the several sums for each branch of expenditure and apportion the amounts appropriated for the use of this Board as soon as possible after such appropriation; supervise and examine all accounts of receipts and disbursements and report to the Board at each regular meeting the amounts received and expended under each branch of the expenditure from the commencement of the fiscal year. In case of necessity after consultation with the committees interested, they shall readjust and reapportion the allotments to the several branches of expenditure, and report the same to the Board; and report from time to time on the character and propriety of all additional or extraordinary expenditures. They shall also receive and examine all bills and accounts referred to them by the Board, and if satisfied of their correctness, shall so certify thereon and return the same to the Board at their next regular meeting after such reference, unless required by the Board to report thereon sooner, and shall audit and approve, before payment, the pay and rent rolls. They shall also examine into all controverted claims and report thereon to the Board. They shall also cause to be effected insurance against loss by fire on all school buildings and the contents thereof.

12. THE COMMITTEE ON SCHOOL HOUSES shall have supervision of school sites and buildings; recommend appropriate sites for school houses; cause to be prepared and submit to the Board plans and specifications for the erection of such houses, extensions or additions as shall be ordered by the Board and cause all contracts for the performance of the work to be duly executed, heating and ventilating methods included, and shall examine into all requests for the use of school buildings for other than regular school purposes, and report thereon to the Board.

13. THE COMMITTEE ON REPAIRS, HEATING AND SANITATION shall have supervision and charge of all work of every description required in placing and maintaining in repair all school houses, including all apparatus and appliances for heating, ventilation and sanitation, and shall purchase such materials as shall in their judgment be required in placing and maintaining such buildings, apparatus and appliances in repair.

They shall visit all the schools and determine what repairs are required and shall have the required repairs tabulated under proper headings, shall advertise for bids for the required work and shall furnish specifications and plans where needed.

They shall examine all applicants for positions as janitors, and recommend to the Board for appointment such as they deem qualified, and determine the salaries to be paid. They shall prescribe the duties of janitors, and publish directions for their government, and for cause may recommend to the Board their discharge. If a vacancy occurs between the meetings of the Board, the chairman of the Committee shall have power to temporarily appoint janitors, and the chairman may, in emergency, suspend a janitor until the case shall be acted upon by the Committee and the Board.

They shall have supervision of the sanitary condition of the schools and their surroundings, and, from time to

time, recommend such measures as they may deem necessary for the prevention of disease and promotion of the health of the pupils and teachers; they shall also recommend to the Board the appointment of medical inspectors. The medical inspectors so appointed shall hold office at the pleasure of the Board for a term not exceeding five years; also, to prepare rules and regulations for the guidance and control of the Medical Inspectors, and report same to the Board for its action.

14. THE COMMITTEE ON TEACHERS shall have supervision of all schools except the Evening and Drawing Schools. They shall recommend to the Board, from time to time, for appointment, promotion or transfer in the schools under their supervision any duly licensed persons who are recommended by the City Superintendent and who in their judgment are fully qualified. With the City Superintendent they may temporarily employ and determine the grade of teachers in such schools, but temporary appointments shall be submitted to the Board for approval or rejection at its next meeting. They shall determine the salaries for teachers in schools under their supervision and report the same to the Board for its approval. They shall investigate all complaints made against teachers in such schools and report thereon to the Board whenever required; and with the sanction of the President, may, in emergency, suspend a teacher in such schools until the case shall have been acted upon by the Board. In cases of suspension, a written statement of facts upon which suspension is based shall be filed in the office of the City Superintendent for the information of the Commissioners. They shall have full charge and control of all matters relating to the enforcement of school attendance. They shall, with the City Superintendent, divide the city into attendance districts and assign officers thereto; shall direct the director of compulsory education in the performance of his duties, and in general direct and control all matters relating to the enforcement of the compulsory education act. They shall perform such other duties as may be prescribed by the regulations or directed by the Board.

15. THE COMMITTEE ON EVENING AND DRAWING SCHOOLS shall have supervision of these schools. They shall recommend to the Board, from time to time, for appointment, promotion or transfer, in the schools under their supervision, any duly licensed persons who are recommended by the City Superintendent and who in their judgment are fully qualified. They shall also from time to time recommend such regulations for their management as they may deem advisable, and by personal inspection and examination acquaint themselves with their condition and report thereon to the Board. They shall exercise supervision and perform duties regarding the Evening and Drawing Schools and Recreation Centers and the teachers therein similar in all respects to those required of the Committee on Teachers toward the schools under their care, as specified in Rule 14.

16. THE COMMITTEE ON TEXT BOOKS AND EDUCATIONAL SUPPLIES shall, from time to time, recommend to the Board such school books, maps, globes, charts, and illustrative apparatus as they may think best adapted to the wants of the schools, but no vote shall be taken upon such recommendation until one month has elapsed, and no text book intended to supersede one in use shall be introduced, except at the commencement of a term. They shall contract for such books, maps, globes, charts and apparatus as well as all other educational supplies required in the courses of study and all stationery; superintend the printing of all reports, documents, blank forms, etc., that may be especially ordered by the Board, or required in the transactions of the current business of the schools, and provide for the regular delivery thereof by the contractor to the Secretary of the Board; and they shall have charge of the course of study in all the schools, and, from time to time, recommend such alterations and revisions thereof, as they may deem proper. They shall also direct and, with the Superintendent, prescribe the times and rules for all examinations of pupils which may be ordered by the Board.

17. THE COMMITTEE ON FURNITURE AND GENERAL SUPPLIES shall, under the direction of the Board, provide

the school furniture and all miscellaneous articles and supplies not specified in the rules defining the duties of other committees, and shall provide all fuel, light, power and water.

18. THE COMMITTEE ON PERMITS shall have power to grant transfers of pupils from one school district to another.

19. All committees shall discharge their duties without special direction of the Board, where the power is expressly given; but no action of a committee shall be binding until reported to and approved by the Board. No member of the Board shall be interested in or derive pecuniary benefit directly or indirectly, from any contract, agreement or purchase made by or for any committee of the Board. Every report shall be signed by a majority of the committee and shall contain a statement of facts, with their opinion in writing. No report shall be made by a committee unless the subject thereof shall have been considered at a meeting of which the members have been notified. When such report is made, a minority of the committee may also present their views in writing.

RULES OF ORDER.

20. The regular order of business at the meetings of the Board shall be as follows:

1. Calling the roll.
2. Reading the minutes.
3. Reception of Communications.
4. Presentation of Bills and Claims.
5. Reports of Standing Committees.
6. Reports of Special Committees.
7. Notices and Resolutions.
8. Unfinished Business.
9. Miscellaneous Business.

The order of business or any rule of the Board may be suspended temporarily at any meeting by a vote of two-thirds of the members present.

21. All motions and resolutions, for the consideration of the Board, shall be seconded, and, if required by the President or any member of the Board, reduced to writing, and when any such motion or resolution shall have been stated by the Chair, or read by the Secretary, it shall be deemed to be in possession of the Board.

22. It shall be in order for a member at any time, when the attention of the Board is not occupied with other business, to make inquiries, in regard to any subject connected with the affairs of the Board, and to receive answers thereto; but he shall not be permitted to make the subject of inquiry a matter of debate, except on a motion made and seconded at an appropriate time in the order of business. Such inquiry shall in all cases be addressed to the Chair, and the reply made by him or by the member specially directed by him to reply. No member shall interrupt another in possession of the floor without his consent, nor then, except to correct a misapprehension or a misrepresentation.

23. No member shall speak more than twice on the same question at any meeting, except by general consent; nor shall a member occupy the floor more than ten minutes at one time without like consent.

24. If any member, in speaking, shall transgress the rules of the Board, the President or any member may call him to order, in which case the member shall resume his seat, and on the point of order being stated, the Chair shall decide the same without debate; but such decision may be appealed from, in which case the Board shall decide.

25. When a question is under debate, no motion shall be received except

To adjourn.

To lay on the table.

The previous question.

To commit.

To postpone indefinitely.

To postpone to a certain time.

To amend.

—which motion shall have precedence in the order named. A motion to adjourn, to lay on the table, or for the previous question, shall be decided without debate.

26. The previous question may be demanded by one-third of the members present, and shall be in this form: "Shall the main question be now put?" and its effect shall be to end debate and bring the Board to a direct vote, first upon amendments, if any, and then upon the main question.

27. The yeas and nays shall be ordered on any question on demand of one member. Every member present shall vote when his name is called, if required by the President or any other member and the names of the members refusing to vote upon any resolution shall be recorded as voting in the negative.

28. No reconsideration shall be had except upon the motion of a member who voted with the majority, nor later than the second regular meeting after the original vote was taken, nor by less than sixteen votes.

29. The Board may form itself into a Committee of the Whole, which shall be governed by the rules of the Board so far as applicable, and a motion for the committee to rise may be made by any member at any time.

30. In other respects the proceedings of the Board shall be conducted according to the usual rules of parliamentary law, for which rules "Cushing's Law and Practice of Legislative Assemblies," shall be accepted as authority.

31. These rules may be amended at a regular meeting, on one month's notice in writing given at a regular meeting, by a vote of two-thirds of the members of the Board.

REGULATIONS

FOR THE

Government of the Schools

I.—SYSTEM AND GRADE.

The schools under the government of the Board shall consist of the following:

Kindergarten,
Primary,
Grammar,
High,
Normal and Training,
Evening,
Drawing,
Industrial,
Colored,
Summer,
Ungraded,
Playgrounds,
Recreation Centers,

which shall be open for the instruction of pupils of both sexes, to be classed separately or in mixed classes, as the Board may from time to time determine.

KINDERGARTENS.

The Kindergarten Course shall comprise the usual instruction and training adapted to children from the ages of four to six.

No child shall be admitted to a kindergarten class who is under four years of age, and children may be promoted to primary classes who are five years of age, and who show sufficient maturity.

Kindergarten classes shall be established in all primary and grammar schools.

PRIMARY SCHOOLS.

The Primary Course shall comprise in addition to the kindergarten course the four grades next succeeding. In case the requirements of the school system demand, additional grades may be established in Primary Schools.

The studies pursued shall comprise spelling, reading, language lessons, writing, arithmetic, geography, elementary physiology, nature study, drawing, manual training, physical culture and vocal music.

GRAMMAR SCHOOLS.

The Grammar Course shall include in addition to the Primary Course the four grades next succeeding. In addition to the studies pursued in the Primary Course, algebra, bookkeeping, elementary science, history and civics shall be taught.

No pupil shall be admitted to a grammar school who has not completed the primary course.

Certificates of graduation shall be presented to all pupils who satisfactorily complete the course.

HIGH SCHOOLS.

The High School Course shall include the four grades next succeeding the Grammar Course. It shall comprise instruction in the elements of the sciences, mathematics, commercial studies, history and civics, English, drawing, music, manual training, physical culture, and such other branches, including Latin, Greek, German and French languages, as the Board shall prescribe.

No pupil shall be admitted under the age of eleven years, nor without a certificate of graduation from a grammar school; or, if the applicant has not been in attendance at a grammar school, upon an examination equivalent to that to which the pupils of the grammar schools are subjected for graduation. The Colored School, in its relation to the High School, as to candidates for admission thereto, shall rank as a grammar school.

Certificates of graduation shall be presented to all pupils who satisfactorily complete any prescribed course.

NORMAL AND TRAINING SCHOOLS.

A Normal and Training School shall be maintained for the instruction and training of teachers and shall comprise a two-years' course.

Graduates of the Newark High School in good standing shall be admitted to the Normal and Training School without further examination. Graduates of other high schools and institutions of equal rank with the Newark High School may be admitted upon recommendation of the City Superintendent approved by the Chairman of the Committee on Teachers.

Applicants for admission not presenting diplomas from approved high schools must, before admission, pass an examination upon the subjects included in a four-year high school course.

Certificates of graduation, which shall also be licenses to teach in the City of Newark, shall be granted to all pupils who satisfactorily complete the course.

EVENING SCHOOLS.

Evening schools shall be maintained during such portion of the year as the Board may direct. The studies shall be those prescribed for the primary, grammar and high schools. The terms and conditions of admission shall be prescribed by the Board, but no pupil shall be admitted under twelve years of age except by permission of the sup-

ervisor of evening schools and Chairman of the Committee on Evening and Drawing Schools.

DRAWING SCHOOLS.

Drawing schools shall be maintained during such portion of the year as the Board may direct for the instruction of pupils in freehand, architectural and mechanical drawing, modeling and other studies that the Board may from time to time prescribe. The terms and conditions of admission shall be prescribed by the Board, but no pupil shall be admitted under fifteen years of age.

INDUSTRIAL SCHOOLS.

Industrial schools shall be maintained for the instruction of poor and destitute children, in such primary studies and industrial pursuits as may be deemed expedient; but no expenditure shall be made by the Board for such schools, except for educational purposes, nor shall the Board pay more than five hundred dollars per annum on account of rent for any such school.

COLORED SCHOOLS.

The colored schools shall be for the special accommodation of colored children, who shall be admitted on application to the principal, and the said schools shall be conducted in conformity with the regulations of the Board, so far as the same are applicable.

SUMMER SCHOOLS.

Summer schools shall be maintained for such a period during the months of July and August as the board may from time to time prescribe.

The course of study pursued shall include all the branches taught in the primary and grammar schools so far as practicable.

UNGRADED SCHOOLS.

Ungraded schools shall be maintained for the instruction and discipline of those children whom it may be deemed inexpedient to enroll in the graded schools.

The course of study pursued shall include all branches taught in the primary and grammar schools so far as practicable.

PLAYGROUNDS.

Playgrounds shall be maintained for such a period each year as the Board may from time to time prescribe.

RECREATION CENTRES.

Recreation centres shall be maintained for such a period each year as the Board may from time to time prescribe.

II.—TERMS AND VACATIONS.

I. TERMS.

The school year shall commence on the second Monday in September, and terminate on the Friday next preceding the fourth day of July, and be divided into two terms, ending respectively on the last school day in January and the Friday next preceding the fourth day of July.

2. VACATIONS.

The vacations shall be from Christmas to New Year's Day inclusive; the week which includes Good Friday and all legal holidays. When any holiday shall occur on Thursday, the schools shall be closed on the following Friday. At no other time shall the schools be closed, except by resolution of the Board, or by special consent of the President or the City Superintendent of Schools.

III.—SESSIONS.

I.—KINDERGARTEN, PRIMARY, GRAMMAR, TRAINING AND
UNGRADED SCHOOLS.

The schools shall be open during the regular terms, five days in each week, from Monday to Friday inclusive, and there shall be two sessions daily—a morning session, from 9 A. M. to 11.45 A. M., with a recess as directed by the City Superintendent, and an afternoon session, from 1 P. M. to 3 P. M., with gymnastic exercises in the school room near the middle of the session. In the first grade an afternoon recess of ten minutes, to be supervised by the assistants of that grade, may be given, at the discretion of the City Superintendent and the principal of the school.

The afternoon session in the Training Department of the Normal School shall begin at 1 o'clock and end at 3 o'clock each day.

Kindergarten classes may, at the discretion of the City Superintendent, be dismissed for the morning session at 11:30 o'clock.

2. NORMAL SCHOOL, HIGH SCHOOL AND COLORED SCHOOL.

In the Normal School, High School and Colored School, at the discretion of the City Superintendent, the noon intermission may be reduced to three-quarters of an hour, and the school may be dismissed at 2:30 P. M.

3. EVENING SCHOOLS.

The Evening Schools, during their continuance, shall be open four evenings in each week—Monday, Tuesday, Thursday and Friday. The session shall commence at 7:30 P. M. and close at 9:30 P. M.

4. DRAWING SCHOOLS.

The Drawing Schools, during their continuance, shall be open either five or six evenings in each week as may

be found necessary. The session shall commence at 7:30 P. M. and close at 9:30 P. M.

5. SINGLE SESSIONS.

Upon extremely stormy days, principals may hold one session in their schools, closing at 12 m. They shall immediately send to the Superintendent of Schools a notice in writing giving the reason for closing. The Superintendent shall report to the Committee on Teachers each month the schools so closed and the reasons therefor.

IV.—OPENING AND CLOSING EXERCISES.

The morning sessions of the schools shall be opened, and the sessions of the evening schools shall be closed with the reading of a portion of the Holy Scriptures, without comment, and repeating the Lord's Prayer. Vocal music, at the discretion of the principal, may be added to these exercises, but together they shall occupy no more than fifteen minutes.

V.—PUPILS.

I. ADMISSION.

(a) *Vaccination*—Successful vaccination or a former attack of smallpox shall be a condition of admission to any school as pupil, teacher, officer or an employee of the Board; but where insusceptibility to the vaccine virus, or unfitness as a subject for vaccination, shall be claimed or reasonably demonstrated to the satisfaction of a committee consisting of the chairman of the Committee on Sanitation of the Board of Education, the Health Officer and the Superintendent of Contagious Diseases of the Board of Health, such person may be admitted to school under such provisions and restrictions as the said committee may decide upon in each individual case.

Teachers, janitors and pupils residing in a house where an infectious or contagious disease exists, shall be immediately suspended from school, and shall not be readmitted except as follows: In case of scarlet fever, smallpox, diphtheria, cholera, yellow fever and typhus fever, upon a certificate from the Board of Health; and, in all other cases of contagious disease, upon a physician's certificate or the certificate of the Medical Inspector, that all danger of contagion is passed.

(b) *Personal*—No pupil shall be admitted into any school or received in any class unless personally clean; nor shall any child notoriously vicious, or having such previous record in school as warrants his exclusion, be admitted to any graded school.

(c) *Revaccination*—All pupils before being admitted to the high school shall be examined by a medical inspector and shall be revaccinated unless it is satisfactorily shown to said medical inspector that such pupils have been successfully vaccinated within a period of ten years or are insusceptible to the vaccine virus.

2. ATTENDANCE AND PERMITS.

All children shall attend the schools of the district in which they reside, unless for special reasons the Committee on Permits shall give a written permit to attend elsewhere.

All applications for permits must be presented in writing to the committee at the rooms of the Board of Education, stating the reasons therefor, and, if granted, shall be kept on file in the office of the principal of the school until the close of the school year. All permits shall be valid for the school year, unless the accommodations are required for children residing in the district.

Children in the eighth grade in any grammar school removing from a district during the school year may complete their course in the school in which they have been attending without special permission, unless their places are required for the accommodation of children residing in such district.

3. NON-RESIDENT PUPILS.

Non-residents may be admitted to the schools of this city upon the payment of a tuition fee, payable in advance, at the following rate per annum: Elementary Schools, \$25; High School, \$75; Normal School, \$75; Evening High Schools, \$25; Elementary Evening Schools, \$12; Drawing School, \$20.

4. RECEPTION AND CLASSIFICATION.

Every pupil on entering school shall be assigned to a class of the grade which examination shall show him prepared to enter.

No greater number of pupils shall be assigned to any class room than there are regular seats in such class room. No grammar class shall have less than forty pupils, except the eighth grade, where the minimum shall be thirty except by permission of the Committee on Teachers.

5. ABSENTEES.

(a) *Notification of Parents.*—When any pupil shall have been absent from school two consecutive days, the principal or class teacher under the direction of the principal shall inform the parents or guardian of the fact, unless the principal has satisfactory information that the parent has knowledge of such absence. No pupil shall, under any circumstances whatever, be sent by any teacher to ascertain the cause of any other pupil's absence from school.

6. INSTRUCTION.

(a) *Schoolroom.*—The course of study and the methods of teaching shall be as prescribed by the Board in the published Manual of Instruction, with such variations therefrom as may be authorized by the City Superintendent and approved by the Committee on Text Books and Educational Supplies.

(b) *Preparation of Lessons Out of School.*—No pupil of a grade lower than the fifth shall be required to prepare any lesson out of school.

7. DISCIPLINE.

(a) *Detention.*—Pupils deficient in lessons, disorderly or tardy, may be detained, not to exceed one hour, after the dismissal of school in the afternoon, under the personal supervision of their respective teachers; but no pupil shall be deprived of recess or noon intermission.

(b) *Suspensions.*—Principals shall have the power to suspend for gross offences, but every suspension shall be reported without delay to the Commissioners of the ward in which the school is located, who shall investigate the facts and confirm or annul the suspension. Suspension from the High School or evening schools shall be reported without delay to the standing committees on such schools, respectively, who shall investigate the facts and confirm or annul the suspension. All cases of suspension must be reported to the City Superintendent.

8. RECORDS.

Records of attendance, scholarship and deportment shall be kept in all the schools in the class rooms, in a manner prescribed by the Board, which shall be uniform in all schools of the same grade.

9. TESTIMONIALS.

Testimonials for distinguished merit shall be awarded semi-annually in all the schools to pupils whose attendance, punctuality, scholarship and deportment shall entitle them to the same.

10. BASIS AND ALLOWANCE.

The percentage and other requisites to obtain certificates or testimonials shall be fixed by the Board and communicat-

ed to teachers by the City Superintendent in "Instructions," to be furnished by him to principals.

II. BOOKS AND STATIONERY.

(a) *Supply*.—Books, stationery and other articles needed in the school room shall be furnished without cost to the pupils, but articles destroyed or damaged must be replaced.

(b) *Damages*.—Any injury by a pupil to books or school articles, or to the furniture or building, shall be paid for by the parent or guardian in accordance with a bill to be rendered by the principal. In case payment be refused the pupil shall be suspended, as provided in sub-division "B," under the head of "Discipline."

VI.—TEACHERS.

I. RANK AND DESIGNATION.

The Teachers shall rank, and in all records and schedules of the Board be designated, as—

- Principals.
- Vice-Principals.
- Head Assistants.
- First Assistants.
- Assistants.
- Kindergarten Directresses.
- Kindergarten Assistants.
- Clerks.

2. RELATIONS AND DUTIES.

PRINCIPALS.

(a) *Reports*.—Principals shall be immediately responsible to the City Superintendent, to whom they shall make the reports prescribed in these regulations, or which may be required by him from time to time for his information, and shall meet with him for conference as often as he may deem necessary.

They shall see that the school registers are kept carefully and accurately, make requisitions for all school supplies, which requisitions shall be approved by the City Superintendent, and keep in their offices for inspection such records and files and make such reports and returns to the Secretary of the Board as are prescribed in these regulations or may be required by the Board.

(b) *Supervision.*—Principals shall have charge and control of their schools, school buildings and property; the reception and classification of pupils and their instruction and discipline; and shall, when not in charge of regular classes, teach an average of two hours each day.

They shall have the direction and control of vice-principals and other teachers in the management of their departments and classes, and may require them to remain after school hours, not to exceed once in each week, for instruction and conference.

They shall keep a record of their inspection of classes, the excellencies and defects noted, criticisms and suggestions made and such other data as may be required for a complete record of their teaching and supervision.

They shall personally direct the janitors in the performance of their duties, as the same may be prescribed, and report any neglect thereof to the committee.

(c) *Care of Property.*—They shall have personal care of all school property, books and apparatus, protect the same so far as possible from mutilation and injury, render the bills and enforce the collections and penalties prescribed by the Board for the same; render account and make return annually of the sums collected pursuant thereto.

They shall remain in the city during the last week of the summer vacation and personally supervise the cleaning and preparation of the school houses and class rooms, and see that the same, and the furniture and apparatus, are in all respects arranged and in order before the opening of the new session.

(d) *Reception of Visitors.*—They shall receive all visitors and afford them proper accommodations and facilities for seeing school work, but with such limitations as shall prevent annoyance or interruption to teachers of classes.

They shall not permit any person to visit the school for the purpose of commending or exhibiting any book or other article, nor shall they distribute circulars, tickets or advertisements, or give notice to the pupils under their charge of any exhibition or business, or permit the same to be done on the school premises.

(e) *Fire Drills.*—Principals shall hold emergency fire drills in the schools under their charge at least once every week (weather permitting), in accordance with instructions received from the City Superintendent.

VICE-PRINCIPALS.

Vice-principals shall have general charge of the floor or department with which they are connected, and shall assist the principal in carrying out his instructions.

In the absence of the principal the vice-principal of the highest grade, or should there be no vice-principal, the senior assistant of the highest grade shall assume his station and duties.

A grammar vice-principal shall teach the highest class of his or her department. A primary vice-principal shall teach any class of her department as directed by the principal. Vice-principals shall conduct their classes and make reports concerning same as prescribed in the regulations for assistants.

FIRST ASSISTANTS.

First assistants shall have charge of either a seventh or eighth grade division. In all other respects their duties shall be similar to those of assistants.

ASSISTANTS.

Assistants shall, under the direction of the principal, personally instruct the pupils assigned to them in accordance with the "Manual of Instruction"; keep records of attendance, scholarship and deportment; have charge of the school room property and protect it from injury or mutilation, as far as possible, and report any injury to the same; enforce order and discipline in the classes, so far as possible without appeal to the principal, and render to him such assistance in the halls, courts and yards pertaining to the school buildings at the opening, recess, intermission and dismissal as he may deem necessary.

KINDERGARTEN DIRECTRESSES.

The Kindergarten directresses shall have the direction of such assistants as may be assigned to them. In all other respects their duties shall be similar to those of assistants.

CLERKS.

Clerks shall be required to perform the ordinary clerical duties that appertain to a principal's office, and such other duties as may be assigned by the principal of the school. In the absence of a teacher a clerk may be temporarily assigned to teach a class.

3. APPEALS.

In case of dispute or question as to the propriety of duties which vice-principals or other teachers may be called upon by principals to perform, appeal may be made to the City Superintendent, which appeal shall be in writing.

4. ATTENDANCE.

(a) *Hours*.—All teachers shall be in attendance at their stations or class rooms and prepared for duty fifteen minutes before the opening of the school session, and the school hours shall be devoted to the interests of the school, to the exclusion of any other employment, study or pursuit.

(b) *Register*.—Principals shall keep an accurate register of the attendance, absence and tardiness of all the teachers of their schools, and the time lost thereby in each instance, and report the same semi-annually to the City Superintendent.

(c) *Tardiness*.—As often as the tardy marks of the teacher shall amount to five, principals shall make special report of the same to the City Superintendent.

(d) *Visiting for Instruction*.—Teachers may visit schools other than their own during school hours whenever the City Superintendent shall permit or direct such visitation, for the instruction of the teacher, and shall make report of the same to the principal. Whenever deemed advisable the City Superintendent may provide a substitute.

5. SALARIES.

(a) *Schedules*.—The salaries of all teachers shall be in accordance with the schedules that may be prescribed by the Board, which schedules shall provide for an annual increase through a term of years to a maximum. No schedule shall be changed except at the commencement of the school year.

(b) *Increase*.—The annual increase in teachers' salaries shall be determined by the date of permanent appointment. Promotions of assistant teachers shall be regarded as new appointments, provided that no promotion shall work a decrease or prevent the increase of salary by reason of term of service.

(c) *Payments and Deductions*.—Salaries shall be paid monthly, beginning with the month of September and ending with June, making ten payments each year. A month shall be construed and taken as twenty school days or four weeks of five school days each, and all deductions from salaries on account of absence shall be made upon that basis.

(d) *Absence*.—1. Teachers absent on account of personal illness shall forfeit substitute pay only, subject to the approval of the Committee on Teachers, when such absence exceeds thirty consecutive school days. When absence for personal illness exceeds five consecutive school days a physician's certificate must be forwarded to the Secretary.

2. Teachers absent from duty on account of furlough or other excused absence for a period in the aggregate not longer than two months in any one year shall not suffer thereby any loss of time in reaching the next higher salary grade.

(e) *Forfeiture*.—Teachers absent from school duty for other causes than personal illness shall forfeit their salary during absence; except:—

1. In case of the death of a parent, brother or sister, husband or wife, absence shall be excused from day of death until funeral, provided such absence does not exceed four days.

2. In case of the death of a grand-parent, a brother's or sister's child, uncle or aunt, brother-in-law or sister-in-law, absence shall be excused for the day of funeral.

3. In case of the marriage of a parent, brother or sister, absence shall be excused for the day of wedding.

4. In case of quarantine on account of contagious disease, when such quarantine is not due to personal illness; no forfeiture of salary, provided a certificate from the health officer is forwarded to the Secretary.

NOTE.—Excused means excused from forfeiture of more than substitute's salary.

Five tardy marks, "unexcused," shall count as one-half day's absence, and a corresponding deduction be made at the next payment.

(f) *Relief*.—Appeal for relief from forfeiture or loss may be made to the Committee on Teachers, who may, at its discretion, relieve therefrom.

(g) *Appointments.*—All appointments of teachers shall be made with reference to the "school year." No teacher shall be connected with any organization or engage in any business which, in the opinion of the Board, may interfere with the proper discharge of the duties prescribed by these regulations.

(h) *Resignation.*—Teachers shall give one month's notice of intention to resign. In default of the same they shall forfeit one month's salary, at the discretion of the Board.

6. SUBSTITUTES.

(a) *Appointment.*—Teachers detained from school shall immediately notify the principal, who shall notify the City Superintendent, who may appoint substitutes to discharge their duties during such absence.

(b) *Pay.*—The pay of substitutes shall be: in the High School, for male teacher, \$4.00, and for female teacher, \$2.50 per day; in the evening schools, the salary of regular teacher; and in the grammar, primary and kindergarten classes, the pay of substitute teachers shall be in accordance with the following classification:—

Class A—consisting of those possessing the following qualifications—\$3.00 per day:

1. Five years' experience as teacher.
2. One year's training in an accredited normal school.
3. Three years' training in an accredited high school.
4. One year of satisfactory work as a substitute teacher in this city.

In lieu of the foregoing, four years' satisfactory experience as a substitute teacher in this city when recommended by the City Superintendent and approved by the Committee on Teachers.

Class B—consisting of those who do not possess the qualifications of substitute teachers of the first class—\$2.00 per day.

All deductions of substitute pay in the salaries of grammar, primary and kindergarten teachers shall be on the basis of the second class—\$2.00 per day.

7. SUPERVISORS AND ASSISTANT SUPERVISORS.

It shall be the duty of the supervisors to aid the City Superintendent in the supervision and direction of their respective departments. They shall consult with him frequently regarding the work of the schools for the purpose of making suggestions and receiving his instructions. They shall visit schools for the purpose of observing the work of teachers, of giving them instruction and counsel, and of teaching model lessons in the school rooms for their benefit. During such visits they shall, whenever they deem it advisable, hold conferences of teachers for the discussion of matters connected with the work of the schools. They shall confer with the principals regarding the conditions of their schools and the work of individual teachers, making suggestions for the improvement of the schools and conveying the instructions received from the City Superintendent.

They shall, in so far as possible, in their work follow regular programs approved by the City Superintendent, and whenever it is necessary to vary the programs they shall notify him promptly of the change. They shall hold and conduct meetings of teachers in their respective departments at such times and places as may be determined by the City Superintendent. At these meetings they shall discuss educational topics and the details of their work in accordance with the general plans received from the City Superintendent. They shall at stated times report to the City Superintendent upon the work of their respective departments.

VII.—TEACHERS' MEETINGS.

Meetings of all teachers of the public schools and of the various grades and classes of such teachers shall be held from time to time at the call and under the direction of the City Superintendent. It shall be the duty of all teachers to attend such meetings when called, unless excused by the City Superintendent.

VIII.—BUILDINGS.

I. USE.

The school houses shall be used for no other purposes than such as are immediately connected with the system of public instruction, and during the school hours mentioned in these regulations, unless by special permission of the Board.

2. INSURANCE.

The buildings, furniture, libraries and school apparatus shall be kept insured for such amounts as the President may deem reasonable or the Board may direct.

3. CARE.

All school buildings shall be opened and closed by and in the care of janitors. They shall perform such duties as the Committee on Heating shall direct, and their compensation therefor shall be as the Board may prescribe.

IX.—SCHOOL DISTRICTS.

The schools may be designated by the names of the streets on which they are located. Their school districts shall be as follows:

PRIMARY SCHOOL DISTRICT BOUNDARIES.

NORMAL AND TRAINING.

TRAINING DEPARTMENT.

Beginning at Broad Street, Market Street, Springfield Avenue, High Street, Bleecker Street, Halsey Street, Central Avenue, Broad Street to Market Street.

ABINGTON AVENUE.

Beginning at the western city line, the Old Bloomfield Road, the Morris canal, Third Avenue to the western city line.

ANN STREET.

Beginning at the southern city line, Avenue G, South Street, Sandford Street, Oliver Street, Van Buren Street, Elm Street, Lang Street, Hamburg Place, Kossuth Street (both sides), Magazine Street, Avenue L, Hamburg Place to the Newark Bay.

AVON AVENUE.

Beginning at South 11th Street, Clinton Avenue, Belmont Avenue (not including said avenue), Rose Street, Chadwick Avenue, West Rose Street, South 10th Street (both sides), Springfield Avenue, South 11th Street (both sides), to Clinton Avenue.

BELMONT AVENUE.

Beginning at Seventeenth Avenue, Belmont Avenue, West Kinney Street (both sides), Morris Avenue (both sides), Springfield Avenue, Prince Street (not including said street from Springfield Avenue to Morton Street), Montgomery Street (both sides), Belmont Avenue, to a point opposite Seventeenth Avenue.

BERGEN STREET.

Beginning at Hawthorne Avenue, Osborne Terrace, Clinton Avenue, West Newark Railroad, Hawthorne Avenue to Osborne Terrace.

BRUCE STREET.

Beginning at South Orange Avenue, Newton Street, Thirteenth Avenue, Wallace Street, Wallace Place, Warren Street, Littleton Avenue, Thirteenth Avenue, Morris Avenue (both sides), South Orange Avenue (not including said avenue) to Newton Street.

BURNET STREET.

Beginning at the Passaic River, Lackawanna Avenue, Boyden Street, Sussex Avenue, Summit Street, Bleecker Street (not including said street to High Street only), Halsey Street, Central Avenue, Broad Street, Rector Street to the Passaic River.

CAMDEN STREET.

Beginning at Springfield Avenue, South 6th Street (both sides), Fifteenth Avenue (not including said avenue), Littleton Avenue (not including said avenue), Thirteenth Avenue, Morris Avenue (not including said avenue), Springfield Avenue, to South 6th Street.

CENTRAL AVENUE.

Beginning at Summit Street, Bleecker Street (not including said street), Lock Street, New Street, the Morris Canal, Lackawanna Avenue, Boyden Street, Sussex Avenue, Summit Street to Bleecker Street.

CHARLTON STREET.

Beginning at Avon Avenue, Belmont Avenue (not including said avenue from a point opposite Seventeenth Avenue to Montgomery Street), Montgomery Street (not including said street), Prince Street (both sides), Spruce Street, Barclay Street, Waverly Avenue, Somerset Street, Avon Avenue to Belmont Avenue.

CHESTNUT STREET.

Beginning at N. J. R. R. Avenue, Wright Street, Broad Street, Murray Street, Clinton Avenue, Broad Street, Green Street (both sides), N. J. R. R. Avenue to Wright Street.

EIGHTEENTH AVENUE.

Beginning at Avon Avenue, Belmont Avenue (not including said avenue from Seventeenth Avenue to West Kinney Street), West Kinney Street (not including said street), Lewis Street (not including said street), Fairview Avenue (not including said avenue), Hunterdon Street (not including said street), Rose Street to Belmont Avenue.

ELIZABETH AVENUE.

Beginning at Hawthorne Avenue, New Jersey Railroad Avenue, Poinier Street (both sides), Elizabeth Avenue, thence in a direct westerly line to Milford Avenue (not including said avenue), Clinton Avenue (not including said avenue), Stratford Place (not including said place), Avon Avenue, Belmont Avenue (both sides), Clinton Avenue, West Newark Railroad, Hawthorne Avenue to New Jersey Railroad Avenue.

ELLIOT STREET.

Beginning at the Passaic River, Elwood Avenue, Mt. Prospect Avenue to the Second River.

FIFTEENTH AVENUE.

Beginning at South 20th Street, Eleventh Avenue, South 18th Street, South Orange Avenue (both sides), South 12th Street, Fifteenth Avenue (not including said avenue), South 11th Street (both sides), Springfield Avenue, western city line, South 20th Street, to Eleventh Avenue.

FOURTEENTH AVENUE.

Beginning at Thirteenth Avenue, South 12th Street, Fifteenth Avenue (both sides), Littleton Avenue (both sides), Thirteenth Avenue (both sides), to South 12th Street.

FRANKLIN.

Beginning at the Morris Canal, Bloomfield Avenue, Fourth Avenue, Summer Avenue, Crane Street (not including said street), Stone Street, Sixth Avenue (not including said avenue), Clifton Avenue (not including said avenue), Eighth Avenue (not including said avenue), Lackawanna Avenue, the Morris Canal to Bloomfield Avenue.

HAMBURG PLACE.

Beginning at Adams Street, N. & N. Y. R. R., Chambers Street, Ferry Street, Niagara Street, Kossuth Street (not including said street), Hamburg Place, Lang Street, Elm Street, Van Buren Street, Lafayette Street, Jackson Street (not including said street), Ferry Street, Adams Street (not including said street), to N. & N. Y. R. R.

HAWKINS STREET.

Beginning at the Passaic River, Lexington Street, Ferry Street, N. & N. Y. R. R., Newark and Passaic R. R., Magazine Street, Avenue L, Hamburg Place to Newark Bay.

HAWTHORNE AVENUE.

Beginning at the western city line, Clinton Avenue, Osborne Terrace, Clinton Township line, thence following the course of said line to the western city line.

LAFAYETTE STREET.

Beginning at the Passaic River, N. J. R. R. Avenue, Elm Street (not including said street), Madison Street, Lafayette Street, Adams Street (both sides), thence in a direct line to the Passaic River.

LAWRENCE STREET.

Beginning at the Passaic River, Rector Street, Broad Street, Green Street (not including said street), N. J. R. R. Avenue to the Passaic River.

MILLER STREET.

Beginning at N. J. R. R. Avenue, Poinier Street (not including said street), Elizabeth Avenue, thence in a direct westerly line to Milford Avenue (both sides), Clinton Avenue (both sides), Stratford Place (both sides), Avon Avenue, Clinton Avenue, Murray Street, Broad Street, Wright Street, N. J. R. R. Avenue to Poinier Street.

MONMOUTH STREET.

Beginning at High Street, Clinton Avenue, Somerset Street, Waverly Avenue, Barclay Street, Spruce Street, Prince Street (not including said street from Montgomery Street to West Kinney Street), West Kinney Street (not including said street), High Street (not including said street), to Clinton Avenue.

MORTON STREET.

Beginning at High Street, West Kinney Street (both sides), Prince Street (both sides from Morton Street to Springfield Avenue), Springfield Avenue, Rankin Street, South Orange Avenue, Springfield Avenue, High Street (not including said street), to West Kinney Street.

NEWTON STREET.

Beginning at Rankin Street, South Orange Avenue (both sides of said avenue from Rutgers to Wallace Street), Wallace Street, Thirteenth Avenue, Newton Street, South Orange Avenue (both sides), Morris Avenue (both sides), Springfield Avenue, Rankin Street to South Orange Avenue.

NORTH SEVENTH STREET.

Beginning at the western city line, Third Avenue, the Morris canal, Lackawanna Avenue to the western city line.

OLIVER STREET.

Beginning at N. J. R. R. Avenue, Walnut Street (not including said street), Pacific Street, Nichols Street (not including said street), Van Buren Street, Oliver Street, Jefferson Street, Malvern Street, Pacific Street, Vesey Street (not including said street), N. J. R. R. Avenue to Walnut Street.

RIDGE STREET.

Beginning at the Second River, Mount Prospect Avenue, Chester Avenue, the Morris Canal, Old Bloomfield Road to the northern city line.

ROSEVILLE AVENUE.

Beginning at the western city line, Lackawanna Avenue, North Sixth Street, Warren Street, Central Avenue, to the western city line.

SEVENTH AVENUE.

Beginning at Lackawanna Avenue, Nesbitt Street, Eighth Avenue, Sheffield Street, Seventh Avenue (both sides), Garside Street (both sides), Sixth Avenue (both sides), Clifton Avenue, Eighth Avenue (both sides), Lackawanna Avenue to Nesbitt Street.

SOUTH STREET.

Beginning at the southern city line, N. J. R. R. Avenue, Vesey Street (both sides), Pacific Street, Malvern Street, Jefferson Street, Oliver Street, Sandford Street. South Street, Avenue G to the southern city line.

SOUTH EIGHTH STREET.

Beginning at the western city line, Central Avenue, Warren Street, Littleton Avenue, Thirteenth Avenue (not including said avenue), South 12th Street, South Orange Avenue (not including said avenue), South 18th Street, Eleventh Avenue, western city line, to Central Avenue.

SOUTH MARKET STREET.

Beginning at the Passaic River, in a direct line to Adams Street (not including said street), N. & N. Y. R. R., Chambers Street, Ferry Street, Niagara Street, Kosuth Street, Magazine Street, Newark and Passaic R. R., N. & N. Y. R. R., Ferry Street, Lexington Street to the Passaic River.

SOUTH SIXTEENTH STREET.

Beginning at the western city line, Springfield Avenue, South 11th Street (not including said street), Clinton Avenue, western city line, to Springfield Avenue.

SOUTH TENTH STREET.

Beginning at South 11th Street, Springfield Avenue, South 6th Street (not including said street), Fifteenth Avenue (not including said avenue), South 11th Street (not including said street), to Springfield Avenue.

STATE STREET.

Beginning at the Passaic River, Lackawanna Avenue, Nesbitt Street, Eighth Avenue, Sheffield Street, Seventh Avenue (not including said avenue), Belleville Avenue (not including said avenue), Broad Street, Clay Street, Ogden Street, Carlisle Place to the river.

SUMMER AVENUE.

Beginning at the Passaic River, Fourth Avenue, Bloomfield Avenue, the Morris Canal, Chester Avenue, Mt. Prospect Avenue (not including said avenue), Arlington Avenue, Summer Avenue (not including said avenue), Nursery Street, Belleville Avenue, Herbert Place, to the Passaic River.

SUMMER PLACE.

Beginning at the Passaic River, Herbert Place, Belleville Avenue, Nursery Street, Summer Avenue (both sides), Arlington Avenue, Mt. Prospect Avenue (both sides), Elwood Avenue to the Passaic River.

SUSSEX AVENUE.

Beginning at Lackawanna Avenue, the Morris Canal, Central Avenue, Morris Avenue, Warren Street, North Sixth Street, M. & E. R. R. Avenue to the canal.

THIRTEENTH AVENUE.

Beginning at High Street, Springfield Avenue, South Orange Avenue (not including said avenue from Rutgers Street to Wallace Street), Wallace Street, Bank Street, High Street to Springfield Avenue.

WALNUT STREET.

Beginning at N. J. R. R. Avenue, Elm Street (both sides), Madison Street, Lafayette Street, Adams Street, (not including said street), Ferry Street, Jackson Street, (both sides), Lafayette Street, Van Buren Street, Nichols Street (both sides), Pacific Street, Walnut Street (both sides), N. J. R. R. Avenue to Elm Street.

WARREN STREET.

Beginning at High Street, Bank Street, Wallace Street, Wallace Place, Warren Street, Morris Avenue, Central Avenue, the Morris Canal, New Street, Lock Street, Bleecker Street (both sides), High Street to Bank Street.

WASHINGTON STREET.

Beginning at Broad Street, Market Street, Springfield Avenue, High Street (both sides), Clinton Avenue, Broad Street to Market Street.

WAVERLY AVENUE.

Beginning at South 10th Street, Springfield Avenue, Morris Avenue (not including said avenue), West Kinney Street (not including said street), Lewis Street (both sides), Fairview Avenue (both sides), Hunterdon Street (both sides), Rose Street, Chadwick Avenue, West Rose Street, South 10th Street (not including said street), to Springfield Avenue.

WEBSTER STREET.

Beginning at the Passaic River, Carlisle Place, Ogden Street, Clay Street, Broad Street, Belleville Avenue (both sides), Seventh Avenue (both sides) to Sheffield Street, thence, not including said avenue, to Garside Street (not including said street), Sixth Avenue (both sides), Stone Street, Crane Street (both sides), Summer Avenue, Fourth Avenue to the river.

GRAMMAR SCHOOL DISTRICT BOUNDARIES.**BELMONT AVENUE.**

Beginning at Seventeenth Avenue, Belmont Avenue, West Kinney Street (both sides), Morris Avenue (both sides), Springfield Avenue, Prince Street (not including said street from Springfield Avenue to Morton Street), Montgomery Street (both sides), Belmont Avenue, to a point opposite Seventeenth Avenue.

BERGEN STREET.

Beginning at the western city line, Avon Avenue, West Newark R. R. to the old southern city line, thence following the course of said line to the western city line, and thence to Avon Avenue.

BURNET STREET.

Beginning at the Passaic River, Rector Street, Broad Street, West Park Street, Halsey Street, Warren Street, High Street, Bleecker Street (not including said street), Summit Street, Sussex Avenue, Boyden Street, Lackawanna Avenue, Sheffield Street, Seventh Avenue, Belleville Avenue, Broad Street, Clay Street, Ogden Street, Carlisle Place to the Passaic River.

CENTRAL AVENUE.

Beginning at High Street, Bank Street, Bergen Street, Warren Street, Second Street, Lackawanna Avenue, Boyden Street, Sussex Avenue, Summit Street, Bleecker Street (both sides), High Street to Bank Street.

CHESTNUT STREET.

Beginning at N. J. R. R. Avenue, Wright Street, Broad Street, Murray Street, Clinton Avenue, Broad Street, Green Street (both sides), N. J. R. R. Avenue to Wright Street.

EIGHTEENTH AVENUE.

Beginning at Seventeenth Avenue, Belmont Avenue (not including said avenue), West Kinney Street (not including said street), Morris Avenue (not including said avenue), Springfield Avenue to South 6th Street, thence in a direct line south through Treacy Avenue, Avon Avenue, Avon Place, Waverly Avenue, Somerset Street, Montgomery Street (not including said street from Prince Street to Belmont Avenue), Belmont Avenue (not including said avenue), to a point opposite Seventeenth Avenue.

ELLIOT STREET.

Beginning at the Passaic River, Chester Avenue, the Morris Canal, the Old Bloomfield Road, the western city line to the Second River.

FRANKLIN.

Beginning at the Passaic River, Fourth Avenue, Bloomfield Avenue, the Morris Canal, Lackawanna Avenue, Sheffield Street, Seventh Avenue, Belleville Avenue, Broad Street, Clay Street, Ogden Street, Carlisle Place to the Passaic River.

HAMBURG PLACE.

Beginning at Adams Street, N. & N. Y. R. R., Chambers Street, Ferry Street, Niagara Street, Margaretta Street, Avenue L, Hamburg Place, Newark Bay, along the bay to the southern city line, Avenue G, South Street, Sandford Street, Walnut Street, Van Buren Street, Lafayette Street, Jackson Street (both sides), Lafayette Street, Adams Street (not including said street), to N. & N. Y. R. R.

LAFAYETTE STREET.

Beginning at the Passaic River, N. J. R. R. Avenue, Walnut Street, Van Buren Street, Lafayette Street, Jackson Street (not including said street), Ferry Street, Adams Street (both sides), thence in a direct line to the Passaic River.

LAWRENCE STREET.

(FIFTH AND SIXTH GRADES.)

Beginning at the Passaic River, Rector Street, Broad Street, West Park Street, Halsey Street, Warren Street, High Street, Market Street, Broad Street, Green Street (not including said street), N. J. R. R. Avenue to the Passaic River.

MILLER STREET.

Beginning at the old southern city line, N. J. R. R. Avenue, Wright Street, Broad Street, Murray Street, Clinton Avenue, High Street, Waverly Avenue, Avon Place, Avon Avenue, West Newark R. R. to the old southern city line, and thence following the course of said line to N. J. R. R. Avenue.

MORTON STREET.

Beginning at High Street, West Kinney Street (both sides), West Street, Montgomery Street, Prince Street (both sides from Morton Street to Springfield Avenue), Springfield Avenue, Rankin Street, South Orange Avenue, Springfield Avenue, High Street (not including said street), to West Kinney Street.

NEWTON STREET.

Beginning at Rankin Street, South Orange Avenue, Littleton Avenue, Springfield Avenue, Rankin Street to South Orange Avenue.

NORTH SEVENTH STREET.

Beginning at the western city line, the old Bloomfield Road, the Morris Canal, Lackawanna Avenue to the western city line.

OLIVER STREET.

Beginning at the southern city line, N. J. R. R. Avenue, Walnut Street, Sandford Street, South Street, Avenue G to the southern city line.

SOUTH EIGHTH STREET.

Beginning at the western city line, South Orange Avenue, Littleton Avenue, Bank Street, Bergen Street, Warren Street, Second Street, Lackawanna Avenue to the western city line.

SOUTH MARKET STREET.

Beginning at the Passaic River, in a direct line to Adams Street (not including said street), N. & N. Y. R. R., Chambers Street, Ferry Street, Niagara Street, Margaretta Street, Avenue L, Hamburg Place to Newark Bay.

SOUTH TENTH STREET.

Beginning at the western city line, South Orange Avenue, Littleton Avenue, Springfield Avenue to South Sixth Street, thence in a direct line through Treacy Avenue to Avon Avenue, to the western city line.

SUMMER AVENUE.

Beginning at the Passaic River, Fourth Avenue, Bloomfield Avenue, the Morris Canal, Chester Avenue to the Passaic River.

THIRTEENTH AVENUE.

Beginning at High Street, Bank Street, Littleton Avenue, South Orange Avenue. (not including said avenue from Littleton Avenue to Rutgers Street), Springfield Avenue, High Street to Bank Street.

WASHINGTON STREET.

Beginning at Broad Street, Market Street, High Street (both sides), West Kinney Street (not including said street), West Street, Montgomery Street, Somerset Street, Waverly Avenue, High Street, Clinton Avenue, Broad Street to Market Street.

X.

**EXAMINATION AND APPOINTMENT OF
TEACHERS.**

I.

All licenses to teach in the public schools of the city of Newark shall be granted solely by the Board of Examiners hereinafter provided under such rules and regulations as the Board of Education shall from time to time prescribe.

There shall be held at stated intervals in each year a public examination at which examination any applicants for positions in the public schools may present themselves.

The questions for such examinations shall be prepared by the Board of Examiners and adopted by a majority vote of said Board at a regular or special meeting.

All papers shall be examined and rated by the Board of Examiners and the results adopted by a majority vote of said Board.

Applicants who desire to divide the examinations will be permitted to do so provided all subjects are com-

pleted at any three consecutive examinations, and provided, also, that the examination shall be completed within a period of two years from the date of the first examination.

Teachers already in the employ of the Board who desire to take an examination for promotion may divide such examination, provided all the subjects required are completed successfully within two years; failure to successfully complete the examination within two years will necessitate re-examination in all subjects.

All examinations shall be public and records of the same filed in the office of the City Superintendent.

All certificates of qualification that may hereafter be granted by the Board of Examiners, excepting certificates of teachers who have received permanent appointment by the Board of Education, shall become inoperative after a period of three (3) years from the date of their issuance and shall be subject at all times to all such regulations and requirements as the Board of Education shall from time to time prescribe.

All persons holding certificates heretofore granted, but who have not received permanent appointment by the Board of Education within three years of the date of the issuance of their certificates shall be required to submit to the Board of Examiners a new certificate of health and to appear before said Board for inquiry as to their present merit and fitness. All certificates may be renewed by the Board of Examiners for a period of three years upon satisfactory evidence of merit and fitness.

2.

All applicants, except as hereinafter specified, shall be examined in the following subjects:

Group A.

1. Arithmetic.
2. Elementary Algebra.

3. English Language and Grammar.
4. History of the United States.
5. Geography.
6. Spelling.
7. Writing.
8. Reading and Literature.
9. Science (one of the following: Botany, physical geography, physics, *or* zoology).

Group B.

1. Elementary Psychology.
2. Theory and Practice of Teaching.
3. History of Education.
4. Physiology and Hygiene.
5. Drawing.
6. Vocal Music.

Candidates possessing a diploma from an approved four years' high school course, or candidates presenting evidence of academic training equivalent to that covered by such a diploma, may be exempted from examination in the subjects of *Group A*.

Graduates from normal schools, the professional courses of which cover a period of not less than two years, may be exempted from examination in the subjects of *Group B*.

3.

Applicants for positions as vice principals, head assistants, and first assistants in grammar schools, shall be required to pass an examination in one subject in each of four of the following groups, namely, groups 1 and 6, and any two other groups.

1. English (grammar, composition, rhetoric and literature).
2. Mathematics (algebra or plane geometry).
3. History (ancient, mediæval and modern)
4. Art (music or drawing).

5. Science (botany, physical geography, physics, astronomy, geology, chemistry, *or* zoology. The subject selected in the elementary examination should not be repeated in the higher examination).
6. Science and Art of Teaching.

The examination in groups 1, 3 and 6 will be based upon syllabi issued by the Board of Examiners from time to time.

No grammar head assistant's and no first assistant's license, however, shall be issued to any teacher who has not had at least three years' successful experience in teaching, and who has not received permanent appointment; and no grammar vice principal's license shall be issued to any teacher who has not had at least five years' successful experience in teaching, of which two years shall have been either as head assistant or as first assistant.

4.

Applicants for positions as vice principals or head assistants in primary schools, shall be required to pass an examination in one subject in each of three of the following groups, namely, groups 1 and 6; and one other group:

1. English (grammar, composition, rhetoric and literature.)
2. Kindergarten.
3. History (ancient, mediæval and modern).
4. Art (music, drawing, *or* manual training).
5. Science (botany, physical geography, physics, astronomy, geology, chemistry, *or* zoology. The subject selected in the elementary examination should not be repeated in the higher examination.
6. Theory and Practice of Teaching in Primary Grades.

The examination in groups 1, 3 and 6 will be based upon syllabi issued by the Board of Examiners from time to time.

No primary head assistant's license, however, shall be issued to any teacher who has not had at least three years'

successful experience in teaching, and who has not received permanent appointment; and no primary vice principal's license shall be issued to any teacher who has not had at least four years' successful experience in teaching, of which one year shall have been as head assistant.

5.

Applicants for positions as principals, in addition to the examinations required under Rules 2 and 3, shall be examined in the following subjects:

1. Advanced English (based upon a syllabus issued by the Board of Examiners).
2. Mathematics (advanced algebra, *or* plane and solid geometry).
3. Science (one of the following: botany, physical geography, physics, chemistry, zoology, geology, *or* astronomy. The subject selected in the examinations under Rules 2 and 3 should not be repeated in this examination.)
4. School Management.
5. Psychology.
6. Theory and Practice of Teaching.
7. History of Education.
8. Manual Training.
9. Principles and Practice of the Kindergarten.

Candidates taking both the elementary and higher examinations shall be required to be examined in only such subjects in the elementary examination as are not repeated in the higher.

No license, however, shall be issued to any person who has not had five years' successful experience as a teacher, of which two years shall have been as principal of a graded school, or as vice principal of a grammar school in the City of Newark.

6.

Applicants for positions in the High School, in addition to the subjects required under Rules 2 and 3, shall be examined in the special subjects of the department for which they apply.

7.

Applicants for positions as kindergartners, in place of all other examinations, shall be examined in the following subjects:

Group A.

1. Arithmetic.
2. Elementary Algebra.
3. English Language and Literature.
4. History of the United States.
5. Geography.
6. Spelling.
7. Writing.
8. Science (one of the following: botany, physical geography, physics, or zoology).

Group B.

1. Elementary Psychology.
2. Theory and Practice of the Kindergarten.
3. History of Education.
4. Physiology and Hygiene.
5. Drawing.
6. Vocal and Instrumental Music.

Candidates possessing a diploma from an approved four years' high school course, or candidates presenting evidence of academic training equivalent to that covered by such a diploma, may be exempted from examination in the subjects of *Group A*.

Graduates from normal schools or from approved special kindergarten training schools the professional courses of which cover a period of not less than two years, may be exempted from examination in the subjects of *Group B*.

8.

All applicants for licenses, except teachers in the employ of the Board applying for promotion in the several grades, shall be rated by the Board of Examiners under three heads, viz.: scholarship, experience and personal fitness. A separate rating shall be given under each head as follows: a maximum of 50 per cent. for scholarship, a maximum of 25 per cent. for experience, and a maximum of 25 per cent. for personal fitness.

9.

An average of seventy-five per cent. in all of the subjects required for any particular grade, with a minimum of seventy per cent. in any subject, shall be required. In examinations for promotion, a standing of seventy-five per cent. in each subject shall be necessary. The diploma of the Newark Normal and Training School shall be accepted in place of the examinations required under Rules 2 or 7.

10.

The diploma of any college of good standing conferring the degrees of A. B., B. S., or Ph. B., and of the United States academies at West Point and Annapolis, and a first grade State certificate of the State of New Jersey, obtained by examination, may be accepted in place of all of the academic studies required in any of the above examinations.

11.

The diplomas of the State Normal School of New Jersey, and of other schools for the professional training of teachers of equal standing with the above, whose professional courses

cover a period of not less than two years, may be accepted in place of the examinations mentioned in Rule 2, provided that the holder of such a diploma holds also the diploma of a first-class high school or presents evidence of scholarship equivalent to that covered by such a diploma.

Records from approved universities or colleges, or approved summer schools, of the satisfactory completion of suitable courses of study in any of the subjects specified in any of the above rules or in any subjects deemed equivalents of the subjects specified, may be accepted in place of the examination in such subject.

12.

The diploma of the State Normal School of New Jersey, covering a full kindergarten course, and the diploma of such special kindergarten training schools as the Board of Examiners shall determine, may be accepted in place of the kindergarten examination, provided that the candidate presents evidence of scholarship equivalent to that covered by a High School diploma.

13.

In the employment of teachers of special subjects, certificates or diplomas of special professional or technical schools, designed to train teachers for such positions, may be accepted in place of any or all of the above named examinations.

14.

No teacher shall be appointed to any position in the public schools who is not at least eighteen years of age, and who has not met, in all respects, the requirements of the above rules; and no teacher not a graduate of a college or a professional training school shall be appointed, unless such teacher, in addition to the requirements of examination, can present a record of successful experience of at least two years of teaching.

15.

An accredited list shall be kept in the office of the City Superintendent, containing the names of all the candidates for positions in the public schools of Newark who have met the requirements of the above rules, stating the manner in which the requirements have been met, whether by examination or presentation of a diploma, or certificate, or both, and giving references to testimonials on file.

16.

It shall be the duty of the City Superintendent, in case vacancies occur in the teaching force in the public schools, to recommend to the proper committee suitable persons to fill such vacancies, taken from the accredited list, in every case, giving preference to those candidates whose record indicates that they are best qualified for the positions vacant, provided that in all cases graduates of the Newark Normal and Training School shall be given the preference over other candidates of equal experience and attainments. Such graduates shall be appointed in the order indicated by their standing upon graduation.

17.

Each teacher employed in the public schools of Newark must serve a term of probation before receiving permanent appointment. At the end of five school months of such service, the City Superintendent shall report to the proper committee upon the work done by such teacher, giving due consideration to reports received from principals and supervisors. If the work is reported as unsatisfactory, and as not furnishing reasonable prospect of success, the services of such employee shall be dispensed with. If the work is reported as giving hope of ultimate success, the probationary period may be extended for five school months more. At the end of this period, if the work of the teacher is reported as satisfactory, he may receive a permanent appointment; if as totally unsatisfactory, his term of service shall be ter-

minated forthwith; if as still doubtful but with reasonable prospect of success, his probationary term may be still further extended, to be reported upon at frequent intervals for action of the committee; but no teacher not recommended for permanent appointment, shall be retained for a longer time than two years from the date of temporary appointment. The services of a teacher on probation may be dispensed with at any time after one year of probationary service, when it becomes evident that ultimate success is improbable.

18.

Principals who have in their schools teachers serving probationary terms, shall at the end of five school months of such service, formally report to the City Superintendent upon the character of the work done by such teachers; with a recommendation as to their retention or dismissal. At the end of a year of such temporary service, the principal shall again make a similar report to the City Superintendent, and at such other times as may seem to him advisable, or as may be suggested by the City Superintendent.

19.

All appointments, promotions and transfers of teachers shall be made upon the recommendation of the City Superintendent, approved by the appropriate committee.

The Superintendent's recommendation shall be based upon experience, merit and fitness, to be ascertained so far as possible from the official records in possession of the Board of Education.

In the promotion of teachers, other things being equal, teachers employed in the school in which the vacancy occurs shall be given the preference.

All promotions involving an increase of salary shall be regarded as new appointments and subject to all the rules relating to the same.

20.

All supervisors, clerks, stenographers and other employees connected with the office of the City Superintendent of Schools shall be appointed only upon recommendation of the City Superintendent of Schools approved by the Committee on Teachers. The Superintendent shall base his recommendation upon scholarship, experience, merit and fitness to be ascertained as far as practicable from the records of the Board of Education. In the case of all applicants concerning whom there are no official records, the scholarship, experience, merit and fitness of candidates shall be ascertained by the Board of Examiners, who shall give a rating upon which the recommendation of the City Superintendent shall be based.

21.

A Board of Examiners shall be appointed as required by law, consisting of the City Superintendent, the Assistant City Superintendent, the principal of the Normal School, the principal of the High School, and three others to be selected by the Committee on Teachers from the corps of supervisors, principals or teachers in the employ of the Board.

REGULATIONS OF THE BOARD OF EXAMINERS.

The certificates issued by the Board of Examiners shall be designated as follows:

- (a) Principal.
- (b) Vice-Principal—
High, Grammar, and Primary.
- (c) First Assistant—
High and Grammar.
- (d) Head Assistant—
High, Grammar, and Primary.
- (e) Assistant—
High, Grammar, and Primary.

- (f) Kindergarten.
- (g) Manual Training.
- (h) Drawing.
- (i) Music.
- (j) Evening School.

Examinations shall be held as follows:

For Principal's License:

1. During the last week in August.
2. During the Christmas vacation.

For license as Vice Principal, First Assistant, Head Assistant, and Assistant—Grammar and Primary:

1. During the last week in August.
2. During the Christmas vacation.
3. During the week including Good Friday.

For all others:

When vacancies occur and at discretion of the Board of Examiners.

Special examinations may be held at the discretion of the Board of Examiners.

All examinations shall be held at the Normal and Training School building. The hours shall be from 9 A. M. to 1 P. M. and from 2 to 6 P. M. Candidates to be examined during any session must be present at the beginning of such session.

Two hours shall be the maximum time allowed to a subject. At the expiration of this time all papers must be collected.

The subjects for the elementary examinations, Grammar and Primary assistants' licenses, shall be assigned in the following order:

First Day: Arithmetic, U. S. History, History of Education and Geography.

Second Day: English Language and Grammar, Physiology, and Hygiene, Algebra, and Theory and Practice of Teaching.

Third Day: Psychology, Reading and Literature, Science, Vocal Music, and Drawing.

The standard in Spelling and Writing shall be obtained by judging the spelling and writing of all the papers with the exception of Mathematics; all satisfactory papers in these subjects to be rated 75 per cent.

All applicants for certificates, except for promotion, must file with the Board of Examiners satisfactory evidence in writing of sound physical health and good moral character.

IX.

CERTIFICATION AND APPOINTMENT OF EVENING SCHOOL TEACHERS.

1.

There shall be created as rapidly as possible a permanent corps of teachers for the evening schools of the city of Newark.

2.

For all positions in the evening schools properly qualified candidates, not employed in the day schools, shall be secured, if possible. If enough of these cannot be secured teachers in the day schools may be employed to teach from year to year. But no person shall be employed to teach in an evening school whose record as a teacher in a day school for one year next preceding, shall not be at least "good."

3.

All new appointments shall be temporary. Temporary appointees, not employed in the day schools of this city, may receive permanent appointment under the regulations of this Board for the permanent appointment of teachers, upon recommendation of the City Superintendent, after one year's service.

4

Candidates shall be eligible to appointment as evening school teachers upon presentation of one of the following proofs of qualifications: A first-grade county certificate of New Jersey, with a record of at least two years of successful experience; a diploma from a Normal School of recognized standing; a college diploma, accompanied by either a record of professional training or at least one year of successful experience in teaching; a second-grade State certificate obtained after examination by the State Board of Education.

5.

Candidates not possessing any of the above qualifications, upon passing satisfactorily the examination required under No. 2 of the Regulations for the Examination and Appointment of Teachers, and presenting a record of at least two years of successful experience in teaching, may be considered eligible for appointment.

6.

Teachers with a record of at least one year of successful experience in the day schools or evening schools of Newark shall be considered as having met the requirements of these regulations.

7.

EVENING HIGH SCHOOL.—Candidates shall be eligible for appointment in the Evening High School who present either a first grade State certificate or a college diploma, accompanied by a record of at least one year of successful experience.

8.

Candidates not possessing either of the above qualifications may be subjected to an examination similar to that required for appointment in the Day High School, and upon satisfactorily passing such examination and presenting a record of at least three years of successful experience in teaching, may be eligible for appointment.

9.

Teachers possessing a record of successful experience in teaching in either Day or Evening High School of this city shall be considered as having met the above requirements of eligibility.

10.

Candidates for evening school licenses in manual training, sewing, cooking, stenography, drawing and other special branches shall hold a regular elementary, high school or evening school license and a special license from the Board of Examiners in the subject to be taught. Certificates or diplomas of special professional or technical schools whose courses are approved by the Board of Examiners, may be accepted in place of any or all examinations.

11.

No person shall be reappointed as teacher in an evening school, whose record for the year preceding, as reported

by the Principal of an evening school and confirmed by the supervisor of evening schools, shall not be at least "good;" except upon special recommendation of the City Superintendent, approved by the Committee on Evening Schools.

12.

The term one year, as employed in these rules, shall be interpreted to mean an annual term of school, either day or evening, according to the rules of this Board.

XII.

QUALIFICATIONS FOR PLAYGROUND TEACHERS.

1st. All candidates for the position of Director of Playgrounds must possess the following qualifications:

Graduation from a four years' High School course and two years' normal school course; or two years' successful experience as an Assistant in a playground.

2nd. All candidates for the position of Assistant in Playgrounds must possess the following qualifications:

Graduation from a four years' high school course and one year's attendance in a professional training school for teachers; or one year's successful experience as an Assistant in a playground.

3d. All candidates for the position of Director of Gymnastics in Playgrounds must possess the following qualifications:

Graduation from a four years' High School course and one year special training in physical culture at some approved school; or one year's satisfactory experience as Assistant Director of Gymnastics in playgrounds.

4th. All candidates for the position of Assistant Director of Gymnastics in Playgrounds must possess the following qualifications:

Graduation from a four years' High School course with not less than one-half year's training in physical culture at some approved school.

5th. All candidates for above specified licenses shall be subject to the rules of the Board of Examiners for the examination and indorsement of certificates.

XIII.

GRADATION AND PROMOTION.

1. For the purpose of gradation and promotion the school year shall be divided into two terms of twenty weeks each. In each grade there shall be two classes designated respectively the A and B classes, the A class being the more advanced. All promotions shall be made to the class next higher.

2. In grades one, two and three, classes may be promoted at any time by the principal of the school, with the consent of the City Superintendent, upon the advice of the teachers in charge, supplemented by such oral examinations as the Superintendent and principal shall deem advisable.

3. In all grades, from the fourth to the twelfth inclusive, at the end of each week, teachers shall prepare, on blanks furnished for the purpose, an estimate of the work of each student during the week. These estimates shall represent the judgment of the teachers upon the ability and industry displayed by the pupils in the various subjects pursued. They shall be recorded by the use of the numerals 1 to 10 in accordance with the following method of rating: 10—Perfect; 9—Excellent; 8—Good; 7—Passing Mark; 6—Poor; 5—Very Poor; 4—0, Degrees of Failure.

4. At frequent irregular intervals brief examinations or written reviews of various sorts shall be given the pupils in their respective classes, and a record of the results obtained in each case shall be kept by the teachers. Questions for at least one examination in each semester shall be furnished or specially authorized by the City Superintendent. The results of these examinations shall be reported to the City Superintendent, but shall not be made the basis for promotion. They shall be used and considered by the teachers as a guide and critique of his own work, and as one means for determining the character of the work of the students.

5. At the end of each month a report shall be sent to the parent or guardian of every pupil, giving the average of the weekly estimates taken from the teacher's record, modified by the average results of any written tests given during the month. Each of these reports signed by the parent or guardian shall be returned to the teacher.

6. At the end of each semester the teacher and principal together shall examine the record of each pupil, both as to weekly estimates and tests or examinations given during the term, taking into consideration all circumstances so far as known affecting the work of the pupil.

7. All pupils whose work has been found upon the whole satisfactory and all who have given evidence that they are qualified to do the work of the succeeding grade shall be promoted. Those whose work has been found to be in the main unsatisfactory and those who have not given satisfactory evidence of ability to do the work of the succeeding grade shall not be promoted, provided that in the case of exceptional pupils conditional promotions for a definite time may be made.

In all cases of doubt the decision of the principal shall be final, provided, that in all cases of failure to be promoted, parents of the children thus failing may appeal to the principal, who shall, if unable to satisfy them of the

justice of his decision give the children a fair examination upon the work of the semester using questions approved by the City Superintendent, the result of which examination shall determine the question of promotion.

8. Special individual conditional promotions to the class next higher shall be made whenever in the judgment of the teacher and principal the pupil is qualified to do the more advanced work and would be benefited by such promotion.

9. At the end of each semester a report of the work of each pupil during the semester shall be sent to his parents or guardian. Such report shall contain the record of the pupil's work in each subject by months, and in cases of failure to promote, the reason of such failure shall be clearly set forth.

10. Whenever it is clear, from the weekly records of the pupils, that the work done, if continued, will not warrant promotion it shall be the duty of the teachers to communicate with the parents and endeavor, if possible, to secure their cooperation in improving the work of the pupils.

11. Pupils having been promoted from one class to the class next higher who for two consecutive months fail to maintain a satisfactory standard, shall be returned to the grade from which they were advanced, if in the opinion of the principal and City Superintendent such failure is due to insufficient preparation for the work of the higher grade.

12. In case such demotions occur repeatedly and among the pupils promoted by any particular teacher, it shall be the duty of the principal to report the facts to the City Superintendent for his action.

XIV.

NORMAL SCHOOL.

1. Graduates of the Newark High School in good standing are entitled to admission to the Normal and Training school without further examination. Graduates of other high schools and institutions of equal rank with the Newark High School may be admitted upon recommendation of the City Superintendent approved by the Chairman of the Committee on Teachers.

2. Applicants for admission not presenting diplomas from approved high schools or other equivalent evidences of scholarship must, before admission, pass an examination upon the subjects included in a four-year high school course.

3. Students in the Normal and Training School shall spend the first year in pursuing the regular studies of the course and in such observation in the training school as the principal may direct. At least one-half of the senior year shall be spent in practice teaching under the observation and criticism of the training teachers.

4. Pupils who have failed to attend 90 per cent. of the required exercises of the Normal and Training School shall not be permitted to pass from class to class or to be graduated, except upon the written consent of the Chairman of the Teachers' Committee and the City Superintendent.

5. In the normal department monthly records shall be kept by each instructor and filed in the principal's office. At the end of the term (Jr. B and Jr. A) or half term (Sr. B and Sr. A) these monthly reports shall be combined with the formal examination in each subject.

6. In the practice department monthly records shall be kept by each critic and model teacher and filed in the principal's office. At the end of the practice term the student's final mark shall be based upon these monthly records. The

general average of practice of each student for all practice terms shall be based on the reports of all critics.

7. Students whose term rating is less than 75 per cent. in two or more subjects shall not be promoted from term to term. Students failing in any subject shall be reexamined at once in that subject. Failure to pass a second examination shall constitute a condition in said subject, and the graduation of a student shall be deferred until all such conditions are passed at a regular standing of 75 per cent.

8. Students who fail in the first half term of senior practice (A or B) shall remain in such practice until they have reached the required standing.

9. Students failing to reach the required standing in the academic department (A or B) shall remain in the academic department until they have reached the required standing.

10. A student who shall complete the section work in either the academic or practice department in mid-term shall take extra practice assigned by the principal until the end of the current term.

11. No student shall be graduated from the Normal and Training school who has not completed satisfactorily all of the required subjects and attained a standing of 75 per cent. in each subject of the regular course of study and an average rating of 75 per cent. for three terms of practice, with a standing of not less than 75 per cent. for any one practice term.

12. At the end of the senior year a careful review shall be made of each student's record for the entire two years' course. The principal, in conference with the various teachers concerned with the scholarship or practice teaching of the students, shall pass upon all such records and shall determine the question of graduation for each student and grade the graduates in the kindergarten and regular departments. A graded list of such graduates shall be filed with the City Superintendent of Schools.

13. Graduates of the Normal and Training school applying for positions in the schools shall be appointed strictly in the order in which their names appear upon these lists, provided that no graduate of the Normal and Training school or other person not of good moral character and sound physical health shall have the right to be appointed as a teacher in the schools of Newark.

14. When, because of previous failures or conditions a student shall not complete all records required until the end of a senior mid-term, such student shall be considered as an undergraduate until the end of the semester and as such shall be regularly assigned to work at the discretion of the principal.

15. No student shall be graduated from the Normal and Training school except at the stated graduations occurring, respectively, at the end of January and June.

16. No normal undergraduate expecting graduation or temporarily dropping from the school and expecting reinstatement, shall be permitted to serve as substitute teacher.

XV.

TRANSFER OF PUPILS TO THE UNGRADED SCHOOLS.

1. Whenever, in the judgment of the principal of any of the public schools of Newark, a pupil in his school is a fit subject for transfer to the Ungraded School, he shall so recommend to the City Superintendent on blanks prepared for that purpose giving in full his reasons for such recommendation.

2. The City Superintendent shall forthwith investigate the case reported either personally or through the Director

of Compulsory Education by visiting the school, conferring with the principal and parents, consulting with the Commissioners of the ward, examining into the environment of the pupil and in every way possible acquainting himself with those conditions which have determined the pupil's character. A record of this investigation shall be kept in the office of the City Superintendent.

3. If after such investigation and conference the City Superintendent is satisfied that all suitable means of control in the school to which the pupil belongs have been employed and that it is essential for his welfare that he be assigned to an Ungraded School he shall forthwith grant him the necessary transfer.

4. All transfers to an Ungraded School shall be for an indefinite period.

5. Whenever the City Superintendent upon the recommendation of the principal of the Ungraded School and the Director of Compulsory Education, is convinced that any pupil in said school has made substantial improvement in conduct and given sufficient grounds for the belief that his conduct in the future will be satisfactory to warrant such action the Superintendent shall revoke his transfer and assign him to a graded school.

6. When any pupil in an Ungraded School fails to conform in a reasonable degree to its regulations, and shows himself utterly incorrigible by ordinary means and beyond the control of the teacher of said school it shall be the duty of the City Superintendent to recommend him for commitment to the City Home.

7. Attendance officers shall be required to call at the Ungraded Schools at the opening of the morning and afternoon sessions of each day to receive from the teachers the names and addresses of absent pupils. They shall be further requested to visit at once the homes of such pupils and ascertain the reasons for their absence, and, if possible, return them to the school.

XVI.

MEDICAL INSPECTION OF SCHOOLS.

INSTRUCTIONS FOR MEDICAL INSPECTORS.

1. Inspectors shall visit all the schools in their respective districts between the hours of 9 and 11 A. M. each school day, and so far as possible at the same hour each day.

2. They shall carefully examine each child isolated by the principal or teacher, and cause to be excluded those showing symptoms of any contagious or infectious disease, specifically noted as follows: Scarlet fever, diphtheria, measles, croup, whooping cough, mumps, smallpox, contagious eye disease, parasitic disease, chicken pox, St. Vitus' dance.

3. They shall supply each child excluded with a card (Form No. 21) provided for that purpose filled out as directed thereon. This card is to be taken home by the child and given to parent or guardian.

4. Children excluded for any of the reasons above specified shall be informed by the inspector to return to school when well. They will be readmitted only after reinspection and approval by the inspector, or the attending physician.

5. Inspectors shall make a daily report to the Board of Health (Form No. 22). This report must be sent immediately upon leaving the last school visited.

6. On the last school day of each week inspectors shall fill out a weekly report for each school (Form No. 23) and send the same to the Board of Health; duplicate reports shall also be sent at the same time to the Board of Education.

7. At least once each month medical inspectors shall visit every school room in their several districts and examine every pupil present for symptoms of contagious or infectious diseases; and to ascertain whether any

physical defect exists; and they shall keep a record from year to year of such physical defects, which record shall be the property of the Board of Education and shall be delivered by the inspector to his successor in office.

8. If, for any reason an inspector is unable to visit the schools of his district he must make arrangements with another inspector to take his place. A statement giving reason for absence should be sent to the Health Officer as soon as possible.

9. Inspectors shall lecture before the teachers at such times as may be designated by the Board of Education instructing them concerning the methods employed to detect the first signs of communicable disease and the recognized measures for the promotion of health and prevention of disease.

10. Inspectors shall not under any circumstances prescribe or suggest treatment or in any manner interfere with the attendance of the regular family physician, except as directed by the Board of Health or the Health Officer.

11. Inspectors shall be at all times under the immediate direction and control of the Board of Health in all matters pertaining to the performance of their duties.

12. Medical inspectors are authorized and directed to vaccinate children in the public schools free of charge and to ascertain in all cases if vaccination has been successful and give proper certificates therefor.

13. All questions of doubt as to successful vaccination, insusceptibility to vaccination or unfitness as a subject for vaccination shall be referred to a committee consisting of the chairman of the committee on repairs, heating and sanitation of the Board of Education, the Health Officer and the Superintendent of Contagious Diseases of the Board of Health, who shall have power to determine in all cases.

14. All necessary supplies will be furnished through the Board of Health upon requisition.

INSTRUCTIONS FOR TEACHERS.

1. It shall be the duty of all teachers at the time of morning roll call to select from their classes any child who appears to be ailing, or any child who, there is reason to believe, has been in contact, in the family or otherwise, with any one ill with a contagious or infectious disease.

These children shall be separated from the rest of the class, in a room set apart for that purpose by the principal, for examination by the medical inspector.

After examination by the medical inspector all pupils not excluded from school will be returned at once to their classes.

Principals and teachers are required to assist the medical inspector as far as necessary.

2. The Board of Health will notify the schools and the Board of Education, each school day, of the cases of contagious diseases reported to it during the preceding twenty-four hours.

3. (a) Pupils who have been ill with any of the following contagious diseases, and pupils residing where any of the same exist, to wit: Scarlet fever, smallpox, diphtheria, cholera, yellow fever or typhus fever, shall not be permitted to return to school until notice has been received from the Board of Health authorizing such admission.

(b) In all other cases of contagious disease pupils will be readmitted upon a physician's certificate or by authority of the medical inspector.

4. Whenever a teacher shall discover sufficient evidence of the existence of any disease necessitating immediate exclusion of a pupil, she shall so inform the principal, who will exclude the pupil and notify the Board of Health of his action, with the reason for the same, giving name, age and address of the pupil so excluded.

5. Whenever a pupil is excluded from school on account of contagious disease, the desk and seat shall be washed with an antiseptic solution recommended by the Board of Health, and the class room disinfected if necessary.

XVII.

ATTENDANCE OFFICERS.

1. The Attendance Officers shall be under the charge and control of the Board of Education and the Committee on Teachers, together with the City Superintendent.

2. Each attendant officer shall exercise all the powers and perform all the duties of a Truant Officer under the laws of the State of New Jersey.

3. The city shall be divided into Attendance Districts by the Committee on Teachers and an officer assigned to each district who shall be responsible to the Board of Education for the faithful discharge of his duty in his district. These districts may be changed from time to time by the Committee on Teachers, and officers may be assigned to duty in any district.

4. The Director of Compulsory Education shall, under the direction of the Committee on Teachers and the City Superintendent, direct and supervise the work of all attendance officers, and shall be held responsible for the work of the Attendance Department.

5. The Director of Compulsory Education shall keep a record of the work of the several officers; keep a file of their reports and his own; keep a full record in detail of all cases of truancy; absence and children not attending any school, reported from all sources, together with the disposition of each case.

6. The Director of Compulsory Education shall, under the direction of the Committee on Teachers and City Superintendent, cause complaints to be made before a magistrate and shall prosecute all persons for vio-

lation of the compulsory education law; he shall keep a record in detail of all such cases, together with the disposition of each case.

7. The Director of Compulsory Education shall keep his office open and be in attendance every day (Sunday and legal holidays excepted), between the hours of 3 and 5 o'clock in the afternoon, and, also, on Saturday morning from 8.30 until 12 o'clock, to receive the reports of attendance officers and for the transaction of general business of the Attendance Department.

8. On the last of each month the Director of Compulsory Education shall submit a full and detailed report of the Attendance Department to the City Superintendent.

9. Attendance officers shall be required to investigate all reports of absence, truancy and children not attending any school, given them by principals or the Director of Compulsory Education and report the result of such investigation to the Director of Compulsory Education and to the principals on their next visit to the schools. They shall make such further reports to the Director of Compulsory Education as may be required.

10. They shall be required to visit the schools in the district assigned them at least every two days or oftener if directed by the Director of Compulsory Education, who may also assign each of them to duties outside of their districts.

11. They shall recommend to the Director of Compulsory Education for commitment to ungraded or other schools and for prosecution, all cases of continued violation of the compulsory education law; they shall also serve all necessary legal notices.

12. They shall keep a record in detail of all their work from day to day and report the same to the Director of Compulsory Education; at the end of each week they shall submit a report to the Director of Compulsory Education on blanks furnished them for that purpose.

XVIII.—MISCELLANEOUS.

I. CONSTRUCTION.

In the construction of these regulations the word "teacher," in whatsoever relation the same may occur, shall be held and deemed to apply alike to principals, vice-principals, head assistants, first assistants, kindergarten directresses, kindergarten assistants and assistants.

2. PUBLICATION.

Schedules of Salaries, Manual of Instruction, the Registers, the Records and "Instructions" for keeping the same, mentioned in these regulations, and all orders or directions of a uniform and general character for the guidance of employees or agents of the Board shall be prescribed, adopted and tabulated by the Board, filed in their office for inspection, and, except the registers and records, published with and as part of the Annual Report.

3. EMPLOYEES.

All clerks, stenographers or other employees in the offices of the Secretary of the Board shall be appointed only upon the recommendation of the Secretary approved by the Committee on Finance, the recommendation of the Secretary to be based upon merit and general fitness to be ascertained as far as practicable by examination. One year's satisfactory service in the office of the Board shall be deemed sufficient to meet the above requirements, and such employees so appointed shall continue in their respective positions during good behavior and efficient service.

4. AMENDMENT.

These regulations may be amended at a regular meeting on one month's notice in writing given at a regular meeting by a vote of twenty members. All supplements and amendments shall be adjusted to and from time to time incorporated and published with these regulations under appropriate titles and subdivisions.

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